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THE HISTORY OF THE
AMERICAN ASSOCIATION OF
UNIVERSITY WOMEN

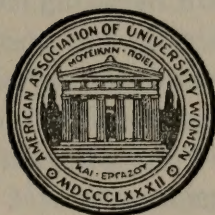
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THE HOME OF THE AMERICAN ASSOCIATION OF UNIVERSITY
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THE HISTORY OF THE
AMERICAN ASSOCIATION
OF
UNIVERSITY WOMEN
1881-1931

BY
MARION TALBOT, M.A., LL.D.
AND
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PH.D., LITT.D.



BOSTON AND NEW YORK
HOUGHTON MIFFLIN COMPANY
The Riverside Press Cambridge
1931

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The Riverside Press

CAMBRIDGE · MASSACHUSETTS

PRINTED IN THE U.S.A.

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PREFACE

THIS history of the American Association of University Women was undertaken and carried to completion at the request of the Board of Directors, who wished a permanent record of the half-century of idealism and of achievement which the organization represents and which it will celebrate in April, 1931. Besides carrying out the request of the Board of Directors, the authors have been guided by the conviction that the record would prove an important contribution to the history of education and an aid in estimating the actual and potential rôle of women in enlarging and enriching the field of scholarship and social betterment. It is their hope that the book will be read, not as a closed record, but as a stimulus and an incentive to still more important undertakings in the half-century to come.

The material has been gathered from the publications and records of the Association of Collegiate Alumnae, the Western Association of Collegiate Alumnae, the Southern Association of College Women, the American Association of University Women, and the International Federation of University Women. In addition, Mrs. Rosenberry read and evaluated the three hundred branch histories and the twelve state division histories which were prepared especially for this semi-centennial volume. There have also been used reports of committees, some of them in manuscript. There was more material at hand at every stage of the writing than could possibly be used, and it is hoped that especially in the history of the branches the limitations of space will be recognized by the local historians and generously accepted.

While the two authors have collaborated and consulted from the outset, to Miss Talbot is due the research for the first twenty-five years, with the collating of the material

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thus obtained. Mrs. Rosenberry is responsible for the research of the last twenty-five years, for the arrangement of material on branch, state, and section, and for the actual writing of the book.

It may be that unsympathetic readers of this volume will feel that the organization and individual members are too highly praised. One has only to turn to the written records of the Association — records both national and local — to feel assured that the criticism is unjust. The universal testimony seems to be that college and university women get their inspiration at the beginning of an undertaking or at moments of discouragement either from their Alma Mater or from other college and university women with whom, in branches of the Association, they work shoulder to shoulder. It is hard to estimate inspiration and perseverance, and to weigh actual achievement in the scales, but the three hundred branch histories and the twelve state division histories, together with records of national and local committees, can be cited for all facts this volume contains.

The most willing assistance has been given on every occasion by the officers and directors of the Association and by the secretarial staff at headquarters. To Miss Belle Rankin, Mrs. Doris Falk Broberg, and Miss Helen Lewis, thanks are especially due.

THE AUTHORS

October 1, 1930

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THE HISTORY OF THE
AMERICAN ASSOCIATION OF
UNIVERSITY WOMEN

THE HISTORY OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

CHAPTER I

THE FOUNDING OF THE ASSOCIATION OF COLLEGIATE ALUMNÆ¹

IN the 1870's, Boston, Massachusetts, was a center of culture and intellectual vigor, and to its schools and colleges the whole of the United States looked with admiration, and with the hope of finding leadership there. Yet there was not as yet, either in Boston or its neighbor Cambridge, any school where a young woman could be prepared for college as the Boston Latin School or the Roxbury Latin School or the Cambridge High School prepared her brothers.² Among private schools the Chauncy Hall School³ admitted a few girls, but with reluctance, as its large classes were filled with boys, most of whom expected to go to Harvard College. When Boston University opened a College of Liberal Arts to which young women were admitted, there still remained the problem of how, without expensive private instruction, these same young women could be fitted to undertake the

¹ Prepared entirely by Mrs. Rosenberry.

² In Philadelphia no girls could be prepared for college in a public high school before 1893, neither Latin, French, nor German being taught in the Girls' High School. In Baltimore the two girls' high schools were still, in 1900, unable to prepare girls for college.

³ A large private school conducted by Thomas Cushing and William H. Ladd attended chiefly by boys, but with a small group of girls. It was occupying a new and conveniently located school building and the hospitality of its principals was frequently enjoyed by the Association.

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work of the freshman year. But these were large problems, and some specific case had to arise and demand solution before an answer to the puzzling situation could be found.

Dr. I. Tisdale Talbot, dean of the School of Medicine in Boston University, and his wife had two daughters for whom they desired the best education possible. 'Finishing schools' seemed to them no solution for young women with real intellectual power, and with great foresight they had their elder daughter Marion begin the study of Latin when she was ten years of age, and the study of Greek when she was thirteen, partly by private instruction and partly by attendance at the Chauncy Hall School. It seemed to these far-sighted parents that modern languages should be a part of an educated woman's equipment, and they therefore took their family to Europe for fifteen months, that a speaking and reading knowledge of French and German might be acquired. Even with this unusual equipment, their elder daughter Marion was unable to fulfill all the requirements for entrance to the College of Liberal Arts of Boston University, and as the Girls' High School could give only 'small Latin and less Greek,' the principal of the school, Colonel Homer B. Sprague, directed her study of the *Æneid* and the *Iliad*. So slow was the pace set for her, in even the advanced class in geometry at the Girls' High School, that Dr. and Mrs. Talbot arranged for her to enter college at the beginning of the winter term (1876-77), gradually making up her entrance conditions and the work of the fall term which she had missed. Her eager mind seized gratefully upon this opportunity. When June came, the work of her freshman year had been completed, and year by year she proceeded on her course until June of 1880, when she was graduated with the degree of Bachelor of Arts.

But this unusual course had resulted in what was almost social ostracism for the young graduate, who had by her college course cut herself off from her girlhood friends. No 'Junior League' or 'Sewing Circle' or 'Vincent Club' of

those days wanted as a member a young woman whose aims were so different from their own, and whose time was absorbed by what was to them a hopeless tangle of tormenting questions whose solution got one nowhere socially when it was all over. As a consequence, Marion Talbot came out of college to a world with which she had little in common, and to a life of comparative leisure to which she was entirely unaccustomed. It would evidently be highly desirable to choose a definite occupation for which her preparation fitted her; but the choice would have to be made in spite of difficulties and uncertainties, and even when the choice was made, the opportunities for carrying it out were meager, if not actually hazardous. Her friends, who looked forward to marriage as the only possible step after the finishing school and the formal *début*, did not speak the same language as this young graduate of 1880. To-day, when so many colleges and universities afford to young women social opportunities more numerous and varied than any found in smaller towns or cities, the problem is still complex, but not in the same way.

Here, then, was Marion Talbot with a college degree and an absorbing desire to make herself and her education useful, but with as barren an outlook for such a future as one can imagine. The year 1880-81 was spent in making visits to various Eastern cities, while she thought over her problem and her contacts with life and people. The fall of 1881 saw her mother's friend, Mrs. Julia Ward Howe, herself a courageous mother of young daughters, interested and eager to help her puzzled young friend. The Saturday Morning Club had been established for Miss Maud Howe and her friends, and by her admission here, Marion Talbot renewed in a measure her relations with the young women whose companionship her entrance to college had compelled her to forego five years before.

But once the urge of an idea takes hold of one in thorough-going fashion, one is bound by it for life, and so it was with

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Marion Talbot. The satisfactions obtained in the pursuit of truth make other searches seem trivial in comparison, and the use of one's mind becomes not only a fascinating, but a compelling task. Not satisfied with what four years of college had taught her, Marion Talbot began the study which led to a master's degree, obtained at Boston University in 1882.

In the mean time, the younger daughter of the Talbot household, Edith, was facing the same problem and the same difficulties in preparing herself for college as had her older sister. Convinced that the path to college for boys which the Boston Latin School made so clear and easy and unswerving, should be opened for her daughter and all other young Boston girls whose desires lay in the same field, Mrs. Talbot gathered a small but equally courageous group of friends about her, and made a determined assault upon the Boston Latin School hoping to make a break in its walls whereby girls might enter along with their brothers. But tradition was too strong and conservatism was too stubborn, and the wall held. It was pointed out to Mrs. Talbot that the traditions of the Boston Latin School were too precious to be sacrificed, that fair play had nothing to do with the question, and other arguments as old as the story of Eve were brought up to buttress the case. The struggle had been brave and vigorous, but inevitably hopeless, and reluctantly Mrs. Talbot and her friends accepted a substitute for their far-sighted and idealistic plan. This substitute was the establishment of the Latin School for Girls, which was not allowed, however, to use 'Boston' in its title, since there might be confusion with the Latin School for Boys, which had dated its existence from 1635. Here in the Latin School for Girls, Edith Talbot continued, with the opening of its doors, her preparation for college, and was a member one year later of its first graduating class.

Mrs. Talbot's eyes were now thoroughly opened to the unreasonable and manifold obstacles to women's education

and the later use of that education as the foundation for a career. The difficulties which she had met in the task of securing thorough training for her own daughters had added immeasurably to her lifelong interest in education in general. In particular, her elder daughter's experience after leaving Boston University had brought home to Mrs. Talbot the realization that in addition to the small group of women who were able to utilize their college training as teachers, especially in institutions of collegiate rank, there was arising a class entirely new and destined within a few years to be large — that of the women whose intellectual urge had sent them to college, whom the freedom from economic pressure had left after graduating with leisure and fine standards of taste, but with few ways outside of the home in which such equipment might to advantage be utilized. A college course, with its definite aims and its training in habits of persevering industry, did not fit young women to live on the easiest terms with other young women less systematically trained. A conventional social life seemed lacking in purpose or even in providing friendships on any such basis as college provided, and was inadequate as a satisfying end in itself to this new generation. Moreover, the opportunity for acquaintance with graduates of other colleges was necessarily limited, and yet it was obvious that the same problems (albeit not of exactly the same difficulty) must exist all over the United States, and only through coöperation and united action could any solution be found. Three questions had to be answered by any thoughtful young woman who in 1880 had a college or university degree. First, what especial value had a college degree been to her individually and personally? Second, if there were value in such a degree, how best could she assist in forwarding the aims and ambitions of other young women who also wished such training? Third, how best could she fit herself into her community and play the part in its life and program which was at once her interest and her evident obligation?

These were the questions which, in October of the year 1881, Marion Talbot was trying to answer, in the intervals of her study for her master's degree. Seated day after day in the comfortable home of her parents at 66 Marlborough Street, in this same city of Boston which had been so inhospitable to new ideas on the subject of women's education, she pondered their solution. One day the doorbell rang, and a young woman asked if she might speak with Mrs. Talbot. When Mrs. Talbot entered the room, the young woman apologized for presenting herself so unconventionally and without formal introduction, and added the information that she was Alice Hayes, who had been graduated the preceding June with a bachelor's degree from the comparatively new college at Poughkeepsie, New York — Vassar College. Miss Hayes further explained that her family was quite unwilling that she take a regular teaching position, partly because she was not physically very vigorous, and partly because there was no financial necessity for her so to do. But Miss Hayes was determined to earn a small income of her own by her own labors, and she felt able and amply equipped to do tutoring, for example, for a few hours a week, if only such a position could be found. Knowing Mrs. Talbot's interest in women's education and in college training especially, Miss Hayes said she had ventured to call to see if by any chance she could get advice as to how to proceed in her search for a position. Thereupon the conversation was opened, the whole situation canvassed by question and answer, and there stood revealed a definite case of attainments unquestioned, of ambitions most worthy, of young womanhood, modern in its training and its ideas, balked at every turn by tradition and prejudice. To Mrs. Talbot came the thought of her own daughters, of the number of such young women as were they and Miss Hayes, scattered the length and breadth of the whole United States, and in that moment came a vision. As if by inspiration she saw constantly increasing numbers of young women, with similar

training and congenial tastes, drawn together in a great body for the advancement of human folk. She saw how by co-operation and by organization these young women might set the stakes ahead in the matter of educational methods, might encourage young girls in more definite aims for their lives, might give support to the student struggling for lack of funds wherewith to make a purpose come to fruition, might formulate plans for investigation of the very problems which at the moment seemed incapable of solution, and by such investigation point the way to their answers. She saw, too, as if in a flash of light, what would come of such association where trained young women learned to work together in a common interest, with unity of thought along with diversity of method, the whole in a spirit of self-sacrifice and loving service. She sent for her daughter Marion, and there the two young women met, Mrs. Talbot revealing to them her vision and imparting to them her fire. The whole scene is symbolic — the older woman trained in a different school, by different methods, in a different environment, but wholly sympathetic with a younger generation; the younger women looking in respect and admiration to one whose years of experience in a world where she had kept consistently her idealism made her judgment well worth having.

At once Marion Talbot consulted her friend and teacher, Ellen H. Richards, and together they issued a call to all the college women they knew — few indeed in that day — to meet on the 28th day of November, 1881, in the hospitable halls of the Massachusetts Institute of Technology. Eight colleges were represented by seventeen women:

Oberlin College:	Anna E. F. Morgan, '66 Ellen A. Hayes, '78 Margaret E. Stratton, '78
Vassar College:	Ellen H. Richards, '70 Florence M. Cushing, '74 Alice Hayes, '81

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University of Michigan: Lucy C. Andrews, '76
Alice E. Freeman, '76
Mary O. Marston, '77

Cornell University: Mary H. Ladd, '75

University of Wisconsin: Maria M. Dean, '80
Alma F. Frisby, '78

Boston University: Sarah L. Miner, '77
Marion Talbot, '80

Smith College: S. Alice Brown, '81

Wellesley College: Harriet C. Blake, '80
Edith E. Metcalf, '80

It is of interest to note that, with four exceptions, no one of the group had been out of college more than five years, and six had graduated that year or the one preceding.

Ellen H. Richards was made chairman of the meeting, and Marion Talbot its secretary — an office she continued to hold for fourteen years, exercising its functions until 1892 from her old home, 66 Marlborough Street, Boston, where was made manifest the vision which led to this first meeting. It was fitting that Miss Talbot should state the object of the gathering, and when she had finished, it was significant that the acting president of Wellesley College, Alice E. Freeman, should rise to make a motion, 'that a meeting be called for the purpose of organizing an association of women college graduates, with headquarters at Boston.' After discussion by all present, the motion was unanimously carried. It was then voted, on motion of Florence M. Cushing, that a committee composed of one graduate from each college represented in this preliminary gathering be appointed to arrange for and call a meeting, at the same time presenting an outline of a constitution. The meeting then adjourned.

In accordance with the vote of the preliminary meeting, the following notice was sent out to many alumnae of the eight associated colleges then living in New England or New York:

The undersigned, a Committee appointed to make arrangements for a general meeting of College Alumnae, cordially invite you to be present at this meeting, to be held at the Chauncy Hall School, cor. Boylston and Dartmouth Streets, January 14, 1882, at 3 o'clock.

F. M. Cushing
Vassar College

M. H. Ladd
Cornell University
L. C. Andrews
Michigan University

M. E. Stratton
Oberlin College

Edith Metcalf
Wellesley College

S. A. Brown
Smith College
Marion Talbot
Boston University

M. M. Dean
Wisconsin University

On January 14, 1882, sixty-five women answered the call and attended the meeting.¹ Miss Talbot gave in brief outline the work she thought might be accomplished by such an organization as the one proposed. Alice E. Freeman spoke, as was her wont, with authority and contagious enthusiasm. While no detailed record of her speech is preserved, those present remember how clear and sound were her views, and how little to the end of her life the ideals she there set forth were changed. Her husband, Professor George Herbert Palmer, told the Association at its twenty-fifth anniversary, in speaking of the fellowship established as a memorial to his wife, that she believed the Association should exist and be fostered for the sake of society, for the sake of knowledge, and for the sake of the individual members themselves. She thought it was important that women who had gone to college should carry the college idea far and wide in the community and make it a rightly valued thing for a girl to go to college. She desired to set up a standard for the higher training of women, to insist that it be held there, and she thought it important that those young women who go out from the colleges into different occupations should feel the helpful influence of an unseen but guardian company close around them. Professor Palmer said that she had rejoiced when steadily she saw these aims being realized.

¹ See Appendix, pp. 427-28, for the list of members present.

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After Miss Freeman had spoken, the discussion was general, many others of the gathering adding their views and giving their approval to the project. Strangely enough, the sole discordant note was struck by the only gray-haired woman present, Lucy Stone, a graduate of Oberlin College in the class of 1847, and known nationally as a pioneer in and courageous laborer for causes which were often far from popular. Mrs. Stone expressed doubt as to the need for any such organization, and made clear that she saw no methods by which its purposes could be accomplished. But her questionings did not daunt the little assemblage, and after some discussion and amendment of the report on organization which had been prepared in accordance with the vote of the former meeting, the following constitution was adopted:

ARTICLE I

This organization shall be known as the Association of Collegiate Alumnae.

ARTICLE II

The object of this Association shall be to unite alumnae of different institutions for practical educational work.

ARTICLE III

alif Any woman who has received a degree in Arts, Philosophy, Science or Literature, from any college, university or scientific school, which may be approved by the unanimous vote of the Executive Committee, is entitled to membership in this Association.

ARTICLE IV

The officers of the Association shall be a president, vice-president, secretary, treasurer and not less than five directors; who together shall constitute an Executive Committee, with power to transact the business of the Association in the interim of its meetings. The officers shall be chosen by ballot, at the annual meeting of the Association, and shall hold their offices for one year, or until others be chosen in their place; and they shall have power to fill any vacancies that may occur in their number. Five members of the Executive Committee shall constitute a quorum.

ARTICLE V

The annual meeting of the Association shall be held in January at such time and place as the Executive Committee shall appoint. Other regular meetings of the Association shall take place in March, May and October. Special meetings may be called by the secretary, at the request of the president or of three other members.

ARTICLE VI

This constitution may be altered or amended by a vote of three-fourths of the members present at any regular meeting, notice having been given in writing at a previous meeting.

The meeting then proceeded under the constitution to the election of officers, selecting the following:

President

Mrs. J. F. Bashford, University of Wisconsin, of Auburndale, Massachusetts.

Vice-President

Miss F. M. Cushing, Vassar College, of 8 Walnut Street, Boston, Massachusetts.

Secretary

Miss Marion Talbot, Boston University, of 66 Marlborough Street, Boston, Massachusetts.

Treasurer

Miss Margaret Hicks, Cornell University, of Cambridge, Massachusetts.

Directors

Miss A. E. F. Morgan, Oberlin College, of Wellesley College, Wellesley, Massachusetts.

Mrs. E. H. Richards, Vassar College, of Jamaica Plain, Massachusetts.

Miss A. E. Freeman, University of Michigan, of Wellesley, Massachusetts.

Miss K. E. Morris, Smith College, of Cambridge, Massachusetts.

Miss H. M. Peirce, Wellesley College, of Newton Centre, Massachusetts.

This list included a representative of each college belonging to the Association when it was organized.

The secretary was instructed to notify all the alumnae, whose addresses could be secured, of their eligibility to

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membership in the new organization. This she did, using the following form of application:

The undersigned, having completed a course of study at and received the degree of in 18...., desires to become a member of the Association of Collegiate Alumnæ.

Name.....

Home.....

Post-Office Address.....

.....18...

It may be added that responses came in rapidly from all parts of the country, though naturally the majority were from New England, where for long the real work of the Association was centered.

'It would be difficult for a college girl of to-day,' wrote Elizabeth M. Howe in 1907, 'to realize the effect which the initial invitation to join an association of college women produced.' 'It came to me,' said a New Hampshire girl who had just graduated and was teaching in Omaha, 'and I joined. I felt as if I had been flung out into space, and the notices of these meetings were the only threads that connected me with the things I had known.'

On that January day in 1882, there was launched upon its long career the first association of college and university trained women in the world — The Association of Collegiate Alumnæ, whose semi-centennial is to be celebrated in Boston, in 1931. How far its original purposes have continued to guide its work, how far its far-flung branches have shaped their own purposes, how far the logic of events in the United States and (since 1914) throughout the world have widened its aims, the following pages will undertake to reveal.

CHAPTER II

THE FIRST YEARS OF THE ASSOCIATION

THE Association had, as has been stated, drawn a constitution and elected officers early in 1882. According to the provisions of its constitution, it held regular meetings in March, May, and October of each year, with the annual meeting in January, and this plan it continued for several years to follow. Its meetings were held in Boston or Wellesley until 1884, when in September of that year a meeting was held in Philadelphia. In October, 1885, a meeting was held in Brooklyn, and in October, 1886, at Bryn Mawr College. The annual meeting of 1887 was held in Boston, that of 1888 in Ithaca (New York), that of 1889 in Buffalo (New York), with the quarterly meetings held usually in Boston or its vicinity. It was not until 1889 that the quarterly meetings were abandoned and an annual meeting only was held. This development was of course due to the rise of branches of the Association, with a meeting of the entire membership of the organization no longer possible.¹

At these quarterly meetings of the early years, the president presided — first, Mrs. Bashford, a gentle, charming woman who had been a graduate in one of the early classes which had admitted women in the University of Wisconsin, and who was later to live in China for many years. Mrs. Bashford was succeeded in office by Florence M. Cushing,

¹ It is interesting to note how the places where the A.C.A. met corresponded roughly to the expansion of the organization, the growth of its branches, etc. The annual meeting of 1890 was held in Chicago and Evanston, 1891 in Boston and Wellesley, 1892 in Washington, 1893 in Chicago, 1894 in New Haven, 1895 in Cleveland, 1896 in Providence, and in 1897 in Detroit. By 1904 the Association was able to hold its annual meeting in St. Louis and in 1905 in Atlanta, Georgia.

who for nearly forty years served the Association in one capacity or another, and remained until the close of her life, the staunch, sane friend of the Association and of all movements for the higher education of women. Miss Cushing was succeeded by Alice E. Freeman, who was followed by Helen Hiscock Backus, but who again, as Alice Freeman Palmer, served a second time as president from 1887 to 1891. And the list continues in regular order until to-day.¹

The meetings in these early years were not unlike those of to-day — reading of minutes, finishing old business, hearing reports of the committees which were at once established for various purposes, and taking up new business. Then followed the reading, perhaps, of a paper, to be followed by a discussion upon the points thus brought before the audience. An essay on physical education, read at the first regular meeting of the Association by Dr. Adaline S. Whitney, led to the appointment of a Committee on Physical Education.² This was the first research committee of the organization, and was quickly followed by others. Thus an enduring method of work was established.

Papers along new lines were often presented, such as that given at a meeting in March, 1883, by Evelyn Walton Ordway³ on 'Industrial Education for Women,' which contained 'a large amount of information as to opportunities existing in various parts of the country for instruction in the industrial arts, and many suggestions for the further adoption of such training as a part of our system of public-school education.'

The meeting in March, 1884, was largely a discussion of 'The Idea of the College' — a subject so fruitful that another phase of it was developed in Philadelphia at the meet-

¹ See Appendix, pp. 425-26, for list of all presidents of the Association of Collegiate Alumnae, the Western Association of Collegiate Alumnae, the Southern Association of College Women, and the American Association of University Women.

² See Chapter VIII for the work of this committee.

³ See Chapter XVII for future developments along the same lines.

ing in September, 1884, under the topic, 'The Duty of College Graduates to Preparatory Schools.' At the same meeting, 'the members present had the privilege of hearing papers on "Occupations and Professions for College-bred Women," by Jane M. Bancroft, and on "The Relation Between the Home and the College," by Emma S. Atkinson.' The pious wish follows in the record 'that these papers will be made accessible to all who feel an interest in the publication.'

Measures were taken as early as October, 1883, to inform the members of advances made in the college training of women, and a Committee on College Work was appointed to study the question and report later to the Association. Closely allied to this investigation was the paper of Kate Morris Cone on 'Women's Gifts to Educational Institutions.'

It was in a way a matter of chance that the call issued by Mrs. Richards and Miss Talbot should have brought together representatives of Oberlin College, Vassar College, Wellesley College, Smith College, Boston University, Cornell University, the University of Michigan, and the University of Wisconsin. The seventeen women who gathered on November 8, 1881, for the first informal conference were such alumnae living in Boston and the vicinity as were known to those who issued the call. When the meeting for actual organization took place on January 14, 1882, it was natural that the sixty-five women present should represent the same institutions, since a graduate of each college represented at the November meeting had been appointed to notify graduates of her own Alma Mater and to arrange for the January meeting. The constitution adopted at this latter meeting provided that membership should have an institutional, not a personal basis, and that institutions other than those represented by the original members should be admitted on unanimous vote of the Executive Committee. Less than ten days elapsed between the adoption of the constitution and the first meeting of the Executive

Committee, which had been formed in accordance with the constitution. There were present Mrs. Bashford, Mrs. Richards, Miss Cushing, Miss Hicks, Miss Morgan, Miss Morris, Miss Peirce, and Miss Talbot, Mrs. Bashford acting as chairman and Miss Talbot as secretary. At once Miss Peirce presented the name of Wesleyan University (Connecticut) for membership in the Association, and Miss Cushing offered that of the Massachusetts Institute of Technology. With practically no discussion, the Executive Committee passed the necessary vote, the two institutions were admitted, and their graduates became eligible to membership on the same basis as the original members. Eagerly welcoming any sign of encouragement and wholly unaware of the Pandora's box of problems and responsibilities whose lid they thus opened, the Executive Committee accepted the two new institutions thus simply and naturally. Only a scant number of new members could be enrolled, for neither institution had many alumnae. But the principle of accepting new institutions on an equality with the institutions already accepted was established and has continued throughout the half-century.

So valuable did the various activities prove to be that almost at once college-trained women in other parts of the country expressed a desire to assure themselves of the benefits and privileges which the Association in Boston had proved possible. The founders of the Association of Collegiate Alumnae never intended their organization to be local in character or program. Mrs. Talbot's vision was one of far-flung sister groups all over the vast territory of the United States, linked together by the slender but strong bond of a common ideal and purpose, but functioning as independent units to bring about actual achievement in their separate localities. While, therefore, the post-office address of the Association continued to be that of the home of the secretary, Marion Talbot, 66 Marlborough Street, Boston, and the Executive Committee meetings as well as

the regular meetings of the new organization were held at first in Boston, it was never the intention of the first members to confine their membership or labors to the Bay State or any part of it. It was less than two years after the organization meeting that the first request for a new center of the Association came before the officers. After some correspondence in October, 1883, the following minute appears in the record of a meeting of the Association held on the 27th of that month:

Voted that the Association signify its cordial approval of the proposition to establish a branch Association in Chicago and instruct the secretary to offer any information which the Association can furnish to aid in furthering the plan.

But immediately there arose the question of the relation of such a 'branch association' to the original group, and on March 22, 1884, in the worn old minute-book occurs the following:

The Committee on Branch Associations reported from the Executive Committee the following draft of an article to the constitution:

ART. VI.

Branch associations may be formed in accordance with the following provisions:

1. They shall be specified as branch associations in their name.
2. They shall coöperate with the Association of Collegiate Alumnæ in its general work, while carrying on independent local work.
3. The requirements of regular membership shall be the same as in the Association of Collegiate Alumnæ. Such membership shall also constitute membership in the Association of Collegiate Alumnæ.
4. The presidents of branch associations shall be *ex officio* vice-presidents and the recording secretaries *ex officio* corresponding secretaries of the Association of Collegiate Alumnæ. Each recording secretary shall make an annual report to the Association of Collegiate Alumnæ.
5. Branch associations shall make their own by-laws governing all points except those hereby specified.

It was not, however, until October 25, 1884, that the proposed article was finally adopted, after little amendment and much discussion.

Thus the policy of expansion became very early in the history of the organization a settled part of their program.

The plan for branches was first accepted by a group of college women in Washington, D.C. As early as 1882, a group of *alumnæ* residing in Philadelphia began the discussion preliminary to forming a new center of the Association. Temporarily their plan was laid aside, and it was not until May, 1886, that the group was fully organized and recognized as a 'branch' — the name accepted and used to the present time to designate local chapters of the parent organization. In the mean time, however, a group in Washington and its vicinity founded the Washington branch, the first branch of the Association of Collegiate *Alumnæ* as one knows them to-day.¹

Within less than five years, then, the Association of Collegiate *Alumnæ* had inaugurated six policies which have been carried on for half a century: first, that of conducting research by means of committees; second, that of forming new committees for the study of new problems; third, that of admitting properly qualified institutions to membership; fourth, that of welcoming branches of the Association formed in various parts of the country; fifth, that of asking distinguished people to present the results of their study before the branches of the parent organization; and sixth, that of encouraging through study groups (for such some of the committees proved themselves to be) investigation which should be concerned with any aspect of education whether elementary, advanced, rural or industrial.

¹ See Chapter VII, p. 95 ff.

CHAPTER III

ORGANIZATION PAST AND PRESENT

It was natural that the very simple code under which the Association of Collegiate Alumnae began its work should, as the years went by, need amplification and change. New methods were called for, new procedure required. As the secretary said: 'The lusty infant needed not only bigger clothes but more of them.'

The first change in the simple constitution drawn up in January, 1882, was made necessary in 1883, by the question of eligibility to membership in the Association. As new members applied, the institutions whose degrees they had obtained necessarily passed in review before the Executive Committee of the Association, before the final steps could be taken which should admit the college or university to corporate membership in the organization, and so add the new members to the roster. Immediately there arose the question of how to judge the standard of these institutions, how to evaluate the degrees they conferred, and, in the case of coeducational institutions, how to assure one's self that every opportunity, intellectual and personal, should be open to women equally with men. As a result of the situation thus presented, along with the necessity for finding a basis which would be equally acceptable to all members of the organization, a new article was adopted as a part of the constitution. It read as follows:

Any woman who has received a degree in arts, philosophy, science or literature from any college, university, or scientific school, admitted to the Association, is entitled to membership. New institutions shall be admitted on a three-fourths vote of the Executive Committee, confirmed by a vote of three-fourths of the members of the Association present at any regular meeting. Notice of such proposed action shall be given with the call for the meeting.

The changes involved in the adoption of this new article were three: first, substituting a three-fourths for a unanimous vote of the Executive Committee; second, placing the final responsibility on the Association itself; and third, substituting the word 'admitted' for the word 'approved.'

A second change was necessary almost immediately upon the launching of the new enterprise, for it was speedily evident that even so idealistic a piece of work as the founders contemplated could not proceed without money. At first voluntary contributions from the members were the only receipts the treasury contained. But those were the days of 'high thinking and plain living' in earnest, and the membership of the group was made up almost entirely of women who lived on regular incomes, mostly derived from teaching. The day of the five-dollar annual memberships in any society or the fifty-dollar fee for belonging to a college club were still far distant. Yet an assured income, no matter how small, must be forthcoming for the Association if it was to do the things which it had set about to accomplish. The simplest way seemed to be to indicate in gentle terms what sum might reasonably be expected from members, and accordingly the following article was in 1884 adopted:

An annual assessment of one dollar shall be due from each member in January. Regular members of duly recognized branches shall be exempt from this assessment. The president and treasurer are authorized to remit any fee *sub silentio*, when they deem it advisable.

The effect of this article was twofold. It first relieved the members of branches from any financial obligation to the general Association, a fact which proves how small a part branch membership played at first in the whole organization; and second, it took cognizance of the possible existence of an impecuniosity among its members, which was, however, either non-existent, or had already begun to succumb to the pressure of the onrushing tide of countless membership dues, for the fact is that there are very few records of such silently excused payments.

But the most far-reaching development came when a group of women in Chicago inquired concerning the possibility of becoming a branch of the parent organization. It was at this time that the constitution was amended to provide for the formation of branches and for the expansion of the organization.¹ Under these new provisions the Association proceeded evenly and quietly, until in 1889 the union of the Western Association of Collegiate Alumnae with the Association of Collegiate Alumnae made other changes desirable in order to conform to the wishes of the Western group. Accordingly the following article was adopted:

No State shall have more than one director, and, so far as possible, all the different institutions in the Association shall be represented in the board of directors. Each director shall call at least one meeting annually of the members of the Association resident in the State represented by her, and may call other meetings of the alumnae resident in her State when she deems it advisable. The directors of the neighboring States may, with the consent of the president, call a joint meeting of the alumnae resident in their States. Each director shall make an annual report to the Association of Collegiate Alumnae.

Under this provision the District of Columbia and the States of California, Connecticut, Illinois, Massachusetts, Minnesota, Michigan, New Jersey, New York, and Wisconsin chose directors.

By another article, while the quarterly meetings were abandoned, the provision for special meetings, 'which may be called by the Secretary at the request of the President or three Directors,' was retained, thus making possible, in case of necessity, more frequent meetings than the annual one then provided.

It is clear that these changes emphasized the fact that the Association belonged to the whole country and was really national. At the same time the local character of the branches was recognized and confirmed by the requirement

¹ See Chapters IV, VII.

that their members should 'reside within such distance as may permit their attendance at meetings' [of the branch].

By still another change, seemingly slight but essentially fundamental, 'regular members of duly organized branches shall pay to the general Association ¹ through the treasurer of their branch, an annual fee of fifty cents.' Thus the branch members not only helped finance the Association as a whole in its national work, but became conscious of the fact that, though operating locally, they were in reality a part of a nation-wide organization doing work on a larger scale and of a more general character than could be the case were each local group entirely an isolated one. Not all members of the Association could or would be gathered into branches. Yet these interested people could not be lost, both for their own sakes and for the sake of the organization. As a consequence the dues of these 'general members' were in 1889 — and still are in 1931 — sent directly to the headquarters of the Association.²

It is of interest to note that the Association had an experience common to all organizations, for, whether because the original method of financing the organization by means of voluntary contributions had made an impression upon the minds of many members that no amount of constitutional provision could dislodge, or whether annual dues seemed some kind of illegal assessment, at any rate one hundred per cent of dues was not forthcoming. As a consequence new measures were resorted to which it was hoped would secure from every member the regular annual fee upon which the Association quite logically felt it had a right to count in making up its budget and paying its bills. Accordingly there was added to the constitution a clause (and it was certainly not a hard ruling) that 'the names of members shall be

¹ This is the first time the term 'general Association' appears anywhere in the records (1889).

² The general members have also always been represented at conventions of the Association.

stricken from the membership list when three successive annual dues shall remain unpaid.' ¹

With the enlarging of the Association which the merging of the Western Association with the A.C.A. brought about, and with the change from quarterly to annual meetings, the term of office for all general officers was in 1891 changed from one year to two years.

It was natural, however, that the rise of branches together with the new establishment of state directorships should be accompanied by some difficulties, among which were duplication of authority and a consequent loss in working power. This situation became clear from reports presented at the annual meeting of 1893 by both state directors and by branches themselves. A special committee was, therefore, appointed to go into the matter and make recommendations concerning it. The problem proved to be intricate, and it was not until 1895, after prolonged consideration, that a recommendation was made by the committee and adopted by the Association whereby presidents of branches were substituted for state directors as members of the Executive Committee. This was a significant step in the recognition of the importance of the branches, not only as sub-organizations, but also as valuable factors in formulating and carrying out policies of the general Association.

But no cross-section of the situation, after fourteen years of effort, could have been more revealing than that made clear in the report of the secretary which she presented on October 25, 1895. It is therefore given at length.

The time seems favorable for suggestions in regard to future methods of work which should strengthen the Association and make it more effective as a national organization of college-bred women united for practical educational work.

1. Immediate steps should be taken to plan for securing a permanent salaried secretary, trained in collegiate principles and with

¹ In 1897 the time of grace for paying dues in arrears was reduced from three years to one year.

executive ability, who should give practically all of her time to the administrative and educational work of the Association.

2. The financial condition of the Association should be studied, and an effort made to free it from some of the crippling conditions which now exist.

3. The publications should appear in a more permanent form, and should contain not only reports of the general Association, but be a means of communication between the branches. Collegiate information of much value and interest is frequently unavailable because of the lack of an adequate and suitable medium of publication.

4. The relation of the branches to the Association presents certain aspects about which there is confusion in some quarters. Questions relating to fees, honorary and associate membership, independent work, and kindred topics, while in fact answered in the constitution, seem to require more explicit statements for the assistance of officers who have not had much experience. It would greatly aid in the understanding of these matters if a joint committee representing the branches and the Association at large could prepare a statement covering these and other points of administrative detail.

5. Work already undertaken by the Association should be pushed to completion, as, for example, the bibliography of the higher education of women and the study of the causes which lead to the withdrawal of girls from college before the completion of their course.

Such subjects should command earnest and loyal attention, for an important and noble work remains to be done by the Association. The dreams of its founders have been far more than realized in the past. Its friends can wish nothing better for its future than that its existing possibilities shall in due time prove actualities, and that in all its career a wise and generous spirit shall pervade its work.

Nor is the reply of the committee appointed to consider Miss Talbot's report of less importance. Its chairman, Frances H. Sidwell, made for her committee recommendations providing for the appointment of a finance committee to whom should be referred the first two suggestions of the secretary's report; and for the appointment of a committee on publications as well. Thus was the work of the Association gradually becoming more highly organized and centralized at the same time that its branches were growing in number and in importance — a centripetal and a centrifugal motion going on, so to speak, at the same time. For with

the centralizing of authority, there was also a real tendency observable to allow the branches to strengthen themselves wherever possible. For instance, a situation had arisen in some branches because of application for admission on the part of women who had obtained advanced degrees (A.M. and Ph.D.) in residence and by virtue of post-graduate study, whose undergraduate degrees (B.A. or B.S.) were from colleges or universities not members of the A.C.A. After a long discussion, it was decided to permit branches at their option to invite such women to associate membership, provided the institutions from which the advanced degrees were obtained were recommended by the Committee (of the A.C.A.) on Corporate Membership and approved by the Association; and furthermore, that the number of such associate members should not exceed one third of the regular membership, nor should they have the power of holding office and voting, except in matters relating to the local work of the branches. The Association still had the conviction that as an organization it must continue to be a fairly homogeneous body of college women if it would speak with authority or exercise influence in the educational world.

In accordance with the recommendations of Mrs. Sidwell's committee, it was voted in 1897 to merge the offices of secretary and treasurer into that of secretary-treasurer of the Association, this new office to be a salaried one. But even with the provisions made in the years just preceding this action, the financial resources of the Association were inadequate to meet this new strain upon its budget. Other items had already been voted, and were, like the provision for fellowships, obligations which it was felt must be met in any case, even if for the time being the Association had to dispense with the services of the new officer. The following year (1898) it was found possible to set aside a salary of \$1000, and the first secretary-treasurer of the A.C.A., Kate H. Claghorn, took her office.

All this time the Association had had an informal sort of

organization adapted to its early needs, but one which was not adequate when it began to hold trust funds, or indeed when the policy of levying annual dues on all members was adopted. In 1898, therefore, arrangements were completed for the incorporation of the Association under the laws of the State of Massachusetts. As a special act of the State Legislature was necessary to secure such incorporation, such an act was passed and approved by the Massachusetts Legislature on April 20, 1899, and accepted by the incorporators October 28, 1899. With no changes, save the necessary one of a change of name when in 1921 the Association and the Southern Association of College Women united under the new name of The American Association of University Women, the original act of incorporation of 1899 is still the constitution of the larger organization. As a matter of history it is here given in full.

SECTION 1. Jennie Field Bashford, Florence M. Cushing, Alice Freeman Palmer, Helen Hiscock Backus, Bessie Bradwell Helmer, Annie Howes Barus, Martha Foote Crow, Marion Talbot, and Alice Upton Pearmain, their associates and successors, are hereby constituted a body corporate by the name of the Association of Collegiate Alumnae, for the purpose of uniting the alumnae of different institutions for practical educational work, for the collection and publication of statistical and other information concerning education, and in general for the maintenance of high standards of education.

SEC. 2. Said corporation is hereby granted all the powers, rights and privileges and is made subject to all the duties, restrictions, and liabilities set forth in chapter one hundred and fifteen of Public Statutes, and in all other general laws now or hereafter in force applicable to such corporations and not inconsistent with this act.

SEC. 3. Said corporation may by by-law or by vote provide that graduates of any college, university or scientific school specified in such by-law or vote, or that any person who has received a degree in arts, philosophy, science or literature from such college, university or scientific school, shall be eligible to membership in said corporation.

SEC. 4. Said corporation shall have authority to determine at what times and places, within or without the Commonwealth, its meetings shall be held, and the manner of notifying the members to convene

at such meetings; and also from time to time, in such manner as the by-laws may provide, to elect a president, vice-presidents, directors, trustees, and such other officers as may be found necessary, and to declare the duties and tenures of such officers. Said corporation may provide by its by-laws that its officers shall be chosen by ballots distributed by mail or otherwise, or may provide for any other manner of electing its officers.

SEC. 5. Branch associations may be formed according to such by-laws as the corporation may adopt, and representation of such branch associations may be given in the said corporation for the election of officers and for such other purposes as the by-laws may provide.

SEC. 6. This act shall take effect upon its passage. (Approved April 20, 1899.)

Following the constitution, a set of by-laws was adopted, embodying the procedure and rules in force in 1899.

In 1901, a committee was appointed to choose a seal for the Association, and at the annual meeting held in Washington in November, 1902, the recommendations of the committee were approved and there were adopted the seal and motto which have since been in use on all official documents and publications.¹

Notwithstanding the greater formality as well as the increased detail which the new constitution and by-laws represented, the principles upon which the Association had been founded, and by which it had unswervingly been guided, remained the same. The greatly increased membership (in 1899, 2085), scattered the length and breadth of the United States, with the distances which separated the officers accordingly greater also, had made impossible the personal bonds by which the earlier group had been drawn together, and more detailed information as to the duties of officers and obligations of members became necessary. Hence the strengthened document of 1899.

Under the new sailing chart the Association set out again.

¹ See article by Ethel Puffer Howes, *Journal of the A.C.A.* for February, 1909, p. 106. See also title-page of this book.

But growing as the organization was in numbers and in complexity, other changes almost immediately became necessary. In accordance with its usual procedure, a committee was appointed in 1900 to make a study of the whole problem and upon that study to prepare recommendations for action by the Association. The chairman of this committee 'On Amendments to the By-Laws' was an able and experienced member of the A.C.A., Helen Hiscock Backus. After a year of work, a detailed report was made (1901) by Mrs. Backus, for her committee. In giving the background from which the present situation had developed, the report called attention to the fact that when in 1895 Marion Talbot, having served thirteen years as secretary, had passed to the presidency, the need of a more comprehensive and balanced plan of organization became apparent. This had led, in 1898, to the establishment of a salaried secretary-treasurership. The successive incumbents of this office had contended for three years with perplexities and hindrances not foreseen in the plan which sought above all else to secure permanent tenure of office. The committee thereupon offered a solution of the difficulties involved in the situation. They recommended strengthening the working force through the appointment of two new officers, the first to be designated as bursar, with few duties, but with important business responsibilities, who would be an intermediary between the permanent treasury of the Association and the detailed collecting and disbursing performed by the secretary-treasurer, and who would deal mainly with the major sums entering the treasury and leaving it by vote of the Executive Committee. It was pointed out that a high order of business ability and much loyal self-sacrifice could be amply employed in directing the business affairs of the Association, perfecting the routine and rendering suitable aid to the successive presidents serving for short terms, representing as they did in turn diverse localities and being presumably more or less preoccupied with their own professional and

educational interests. The committee found that after the installation of a bursar, there still remained unfilled a large and important domain, viz., that of unifying the interests and guiding the work of allied groups scattered over a wide geographical area, a problem common to large and important national organizations. This work was to be provided for, according to the committee's plan, through the appointment to office of a general secretary.

These two recommendations of the committee were adopted and made the basis for amendment to the constitution whereby provision was made (1901) for both a bursar and a general secretary. The first and only bursar was Elva Hulburd Young,¹ who served with great efficiency for fourteen years, until the office of bursar was in 1915 combined with that of treasurer. The first general secretary (who was to be entrusted with power to direct and supervise the policy of the Association subject to the limitations implied in other by-laws, but was to represent a continuous policy for the organization) was very suitably Alice Freeman Palmer. It was with characteristic devotion and enthusiasm that Mrs. Palmer accepted this important new office and outlined at the outset what were to be for many years the main duties of its incumbent. For a year she served, until her departure on the trip to Europe during which her untimely death occurred. The vacancy thus caused was filled temporarily by the appointment of Florence M. Cushing, who thereby added to the heavy debt the Association already owed her. The new secretary-treasurer was Elizabeth Lawrence Clarke, who had joined the Association upon her graduation from Smith College in 1883 and for several years had given freely of her time and services toward lightening the mechanical duties of the secretary, as well as aiding in the less specific but more important tasks incident to the conduct of an educational organization working along untried lines. Mrs. Clarke's services as secretary-treasurer

¹ Later Mrs. Van Winkle.

— services which can never be overestimated — were given to the A.C.A. for eleven years, until 1912. All those whose membership in the Association dates as far back as 1901 will always think of Mrs. Clarke's name and signature as a sort of household word.

At the same time (1901) that the Committee on Amendments to the By-Laws was making its report, another official document is found, which casts its light upon the situation at the moment, and upon the selection of headquarters for the A.C.A. in Washington in 1919. This was the report of the then secretary-treasurer giving a summary of the various kinds of work which her office entailed, showing how many and growing her duties were, and for the first time an official plea was made for a permanent office with proper equipment. The time had passed when a bureau-drawer or a closet-shelf was adequate for the physical needs of the office. Even the trunk, which early became the depository of the written property of the Association¹ and could be shifted from one secretary's home to that of the next one, was, as was emphasized year after year, totally inadequate. The vision of an official headquarters soon began to take shape in the minds of many members, but nearly a score of years passed before it became a reality.

Although changes in detail were made almost every time the Association met, the next really fundamental changes did not come until 1912. In 1910 a committee called 'The Committee on the Future Policy of the A.C.A.' was appointed, consisting of M. Carey Thomas, chairman; Alice Upton Pearmain, secretary; Eva Perry Moore, May Treat Morrison, and Helen Remington Olin. To these were, in 1911, added Vida Hunt Francis, newly elected general secretary; Mary Coes; Ellen F. Pendleton; Lucy M. Salmon;

¹ This trunk, brass-bound and with a secure lock, is in the office of the Executive Secretary of the A.A.U.W. in Washington. It contains the early records, medals and diplomas awarded the Association, committee reports, and the histories of branches, state divisions and sections which were used for this history.

and Gertrude Shorb Martin, whereupon the committee became the Committee on Reorganization.

In 1912 the committee made its report, which with some changes in detail was adopted by the convention of that year, held in Ann Arbor, under the presidency of May Treat Morrison, with Eva Perry Moore acting as chairman of the Committee of the Whole for considering the important and detailed plan. In presenting the plan, President Thomas made an urgent plea for its adoption, stating courageously what she believed to be the shortcomings and failures of the Association, and pointing out clearly the need for more funds and a larger membership if the organization was to realize its aims, old and new. She felt that the new plan would achieve these objects, especially since it provided for closer relations between the alumnae of the institutions which belonged to the Association, as well as between the Association and the institutions themselves.

In the reorganization of 1912, the constitution of 1899 remained, of course, as it was at its adoption. The by-laws were, however, radically changed. In the first place, a council was provided to be the 'directing power of the Association,' to meet at least once a year — with the Association at its biennial conventions, and in the intervening years, meeting alone. It was to consist of the board of directors and of councillors representing the following membership in the Association:

- a.* Representatives of branches of the Association duly elected by their respective branches.
- b.* Representatives of general members at large of the Association duly elected by the general members at large.
- c.* Representatives of affiliated members duly elected by their respective groups.
- d.* Representatives duly elected by the Association from the governing boards and faculties of colleges and universities recognized by the Association.

[The council was to] create special committees, appoint all standing and special committees and conferences, and with the approval

of the Association discontinue them;... transact such other business as the Association shall from time to time delegate to it, and... decide on such matters as may be referred to it by the board of directors or by the general secretary in the interim of meetings of the Association.

The president of the Association shall be *ex officio* chairman of the council; the general secretary shall be *ex officio* the executive of the council; the secretary-treasurer shall be *ex officio* the secretary of the council.

The country as a whole was to be divided into ten sections, each of which was to have its own director, called a 'sectional vice-president,' who was to be an officer of the Association, and thus a member of the board of directors and a councillor.

The other officers provided by the report were a president, a vice-president-at-large, a general secretary, a secretary-treasurer, and a bursar. Of these the general secretary and the secretary-treasurer were to be the only salaried officers of the Association, the former to receive

the highest salary paid by the Association. She shall give her entire time to the work of the Association and shall hold no other paid position. She shall be the executive officer of the Association, the council, and the board of directors, and shall consult with them as occasion requires. She shall be a regular member of all standing committees, except the Committee on Fellowships, and of all special committees and conferences; shall attend to all business not referred to special committees or otherwise provided for in the by-laws; she shall outline and present for the consideration of the council all matters to be acted upon by the council. She shall coöperate with the vice-presidents and with the branch officers in developing and planning the work of the different branches and shall represent the Association in all work with other societies, and at public meetings and conferences in the interval between the meetings of the council and board of directors, unless otherwise directed by the president.

In case of her resignation or permanent inability to act, her duties shall devolve upon such person as may be chosen by the board of directors to act as general secretary until the next regular meeting of the Association.

The secretary-treasurer shall be a salaried officer. She shall keep a record of all meetings of the Association, the council, and the

board of directors; she shall keep an accurate list of the members of the Association; collect all annual and other dues and pay over all moneys received to the bursar; she shall perform such other duties proper to her position as the Association may from time to time designate. In case of her absence from any meeting a secretary pro tempore shall be chosen. She shall be a member of the board of directors.

Three classes of membership were provided:

a. Branch members.

b. General members at large. [These members were thus defined:] Any woman is eligible to branch or general membership who has received a degree in arts, philosophy, science, or literature from any college, university, or scientific school recognized by the Association; or who, though not a graduate of a college recognized by the Association, has received an advanced degree from an approved American or foreign university.

c. Affiliated members. [It was provided] that these members should be ... women eligible to membership in the Association may be admitted as affiliated members under conditions prescribed by a two-thirds vote of the members present at any biennial meeting.

Provision was also made for associate membership at the discretion of the branch, such privileges to be extended to college women not eligible to regular membership, upon such terms as the branches should individually determine.

Dues were continued at one dollar per year, with life membership possible by the single payment of twenty-five dollars. The provision for *sub silentio* remission of dues was retained.

Provision was made for standing committees on Recognition of Colleges and Universities, Membership, Fellowships, Credentials, Finance and Publication, Educational Legislation, Euthenics, and Vocational Opportunities.

There were also to be conferences held in connection with council meetings and conventions, as follows: Women trustees (directors) of A.C.A. colleges, presidents and deans (advisers of women students), college professors, head mistresses of private schools, school teachers, social workers, presidents of alumnæ associations.

Provision was made for ample representation of branches, general members and member institutions, all of which had voting powers carefully defined.

In 1915, an amendment to the by-laws provided for the separation of the office of secretary-treasurer into two offices — one that of a recording secretary, the other that of a treasurer, with the consequent abolishing of the office of bursar. The office of the general secretary was also strengthened, and it was provided that at the president's request she might represent that officer 'in all work with other societies and at public meetings and conferences.' The treasurer's office was necessarily strengthened, and defined as follows:

The treasurer shall be a salaried officer. She shall keep an accurate list of the members of the Association, shall collect all annual dues and other moneys due the Association, and shall make disbursements as directed by the council or by the board of directors. She shall be the custodian of the title deeds, bonds, and other securities and business papers belonging to the Association. She shall be bonded by a recognized company and shall engage a certified accountant to audit the books annually and shall present such certificate to the council. She shall be a member of the Committee on Finance.¹

Following the World War and the organization of the International Federation of University Women, new problems arose which the Association of Collegiate Alumnae faced courageously in 1921. At the convention held in April of that year in Washington, the Southern Association of College Women became an integral part of the older organization,² and the larger group thus formed took the new name of The American Association of University Women. The assimilation of the Southern group with the national organization, together with the necessity for financing the new national headquarters and clubhouse at Washington, the securing of an educational secretary and making a

¹ Since 1923 the treasurer has accepted no salary.

² See Chapter V for a full account of this important change.

policy not only for her work, but for the whole educational program of the Association, together with the plans for the International Federation, made an annual instead of a biennial convention seem imperative. It was accordingly voted in 1921 to abolish the council as provided in 1912, and to hold conventions annually. It was further provided that branches might at their discretion accept associate members and local members — the first-named to be women who had 'taken one full year's academic work in any college or university on the accredited list of the National Association or of the section,' the last-named to be women 'holding approved degrees from any college or university recognized by any of the sectional committees on recognition.'

At this same time the annual dues of national members, which were raised to two dollars in 1919, were retained, and the life membership fee was raised to fifty dollars in a single payment, except in the case of graduates who apply for life membership within one year from graduation, in which case the fee was to remain twenty-five dollars. At the same time it was provided that twenty-five cents of each annual fee should be set aside for the fellowship fund. In each national membership, a subscription to the *Journal* of the Association was, as in the past, included in the fee.

The experience during the war had shown that state organizations had a distinct and permanent value, and in the case of New York, the state federation of A.C.A. branches had shown the way to effective work throughout the country. In the territory of the Southern Association of College Women, however, it was strongly felt by such leaders as Miss McVea, Miss Keller, and Miss Harkness that the Southern States needed for the present the sectional organization because of the local and individualistic view which was perhaps indigenous to that region and needed to be counteracted in this case at least. President Thomas solved the problem by her motion that 'the ten sections with their sectional vice-presidents be retained but that the States be

organized within their respective sections' — a motion which was seconded and carried. Following this action, provision was made for the forming of state divisions under a state president, a plan which has worked out especially well in California, Wisconsin, Oklahoma, and Texas, where the States are large, transportation is none too simple, and a large number of branches are in existence.¹

With the increase in dues which was voted in 1919, it was definitely determined that the Association should have an educational secretary, and in 1921 provision was made in the by-laws for her office and duties, and in the budget for her salary. In order that she might be truly the executive of the educational work of the Association with adequate backing for her program, a committee of seven, to be called 'The Committee on Educational Policy,' was established.²

There was also provided in 1921 a 'Committee on Standards,' with the especial duty assigned of 'reviewing the conditions now existing in our accepted institutions with a view to suggesting improvements where there is a falling away from the standards obtaining' when the institutions became members of the Association of Collegiate Alumnae, now become the American Association of University Women. In 1927 the committee was named 'The Committee on Maintaining Standards,' to be made up of seven members — a chairman elected by the Association, the executive secretary and five members at large.

Another important result of the abolition of the council and councillors was the specific designation of the president of each and every branch 'as the national representative of the branch and the official channel of communication between the branch and the national Association.'

With these changes the board of directors became more important than in the past, especially when, in 1925, it was

¹ See Chapter XXI.

² See Chapter XXIII for a complete account of this committee and its work.

voted to return to the plan of a biennial convention for the Association as a whole, the alternate years being utilized for sectional conventions. In addition to these meetings, most state organizations have an annual meeting, while branches have monthly meetings from September through June, with study groups usually meeting between the monthly meetings. The board of directors of the American Association of University Women at the present time (1931) consists of the president, the first and second vice-presidents, the treasurer, the nine sectional directors, the chairman of the Committee on International Relations, the executive secretary,¹ the educational secretary and acting director of the Association, and the comptroller, the last three without voting power. This board must meet at least twice a year, and in a convention year one meeting must be held immediately before the national meeting. Thus the organization has a well-knit fabric, with unusual facilities for concerted action in emergencies or as part of a routine program.

In the growth and development of the last ten years, the standing and special committees have played a large part. In 1931, the standing committees are as follows: Educational Policies, Membership,² Fellowships, International Relations, National Club, Legislation, Economic and Legal Status of Women, Publications, Publicity, and Maintaining Standards. The special committees are those on Fine Arts, and the National Appeal Committee of the Million Dollar Fellowship Fund.

In addition there is the Million Dollar Fellowship Fund advisory committee, made up of nearly fifty men and women.

¹ Formerly the general secretary, now the headquarters secretary. For officers and committee chairmen, 1930-31, see Appendix, pp. 449-50.

² Changed in 1929 from the *précieuse* and unfortunate one of 'Recognition of Colleges and Universities,' under which it had suffered since 1912, to the happier and simpler one it had borne in the earlier days.

The charter and by-laws of the Association, information as to membership, formation of branches, etc., can be obtained in bulletin or pamphlet form at 1634 Eye Street, N.W., Washington, D.C., on application to the headquarters secretary.

CHAPTER IV

THE WESTERN ASSOCIATION OF COLLEGIATE ALUMNÆ

THE group in Chicago, organized December 1, 1883, under the name of 'The Western Association of Collegiate Alumnæ,' were unable to harmonize their plans with those of the older Association of Collegiate Alumnæ. They, therefore, reconsidered their request to be a 'branch association,' and in October, 1884, arranged their organization as an independent one. They further suggested a plan for the formation of distinct associations, coördinate in jurisdiction over well-defined territory, and coöperating in a general plan by which there should be later organized a national association. To a student of frontier history, the individualistic West against an East considered to be too conservative, the old war of federal versus national as a basis for union, are here vividly recalled. But the parent association had been national in its purpose from its inception three years before, and had in 1884 members in nine States west of the Mississippi River, with forty-six per cent of its total membership of three hundred and fifty-six residing outside of New England. Its members, therefore, voted unanimously that since 'the Association of Collegiate Alumnæ does not feel justified in making such radical changes in the Constitution under which it was organized and has successfully worked for three years, as would be necessary in order to acquiesce in the plan proposed, that the president and secretary... be... instructed to state that the words "Association of Collegiate Alumnæ" belong by right of precedence to this organization and its branches....'

The Western Association of Collegiate Alumnæ thereupon organized as an independent entity, and continued to work

on that basis until 1889. Its membership was always confined to a comparatively small region around its headquarters in Chicago, yet in its short life it made such a notable contribution to higher education for women, and had a program of such distinction that a short history of its plans and achievements are of importance.

The first president of the Western Association was Jane M. Bancroft,¹ who held that position until she moved from the West in May, 1886, whereupon May Wright Sewall filled out the unexpired term. In 1887, Esse Bissell Dakin² became president, and was succeeded later in the same year by Louisa Reed Stowell. In October, 1888, May Wright Sewall was elected president and served until the union in 1889 of the Western Association with the Association of Collegiate Alumnae. During the six years of its existence the Western Association held ten meetings in Chicago, one in Indianapolis, one in Ann Arbor, and one in Evanston.

At the outset, acting upon the suggestion of its first president, the Association divided itself into five committees, each under the direction of a chairman, who was requested to secure the coöperation of her members, either by personal meeting or by correspondence.

To the first committee, Amelia E. Holcomb, chairman, was assigned the practical application of the fine arts, including music, painting, sculpture, decorative art, also designing and engraving as applied to manufactures.

The second committee, Mary Whitney Chapin, chairman, was to consider outdoor occupations, such as horticulture, bee culture, and silk culture.

The third committee, Mary Bannister Willard, chairman, concerned itself with domestic professions, such as co-

¹ Miss Bancroft received her degrees of Ph.B. 1877, Ph.M. 1880, and Ph.D. 1884, at Syracuse University. She became Mrs. George O. Robinson.

² Mrs. Dakin is still an active member of the branch in South Bend, Indiana.

operative laundries, neighborhood cooking establishments, and schools for the training of nurses.

The fourth, the press committee, Miss Hunt, chairman, brought to the knowledge of the Association the work women did and could do as printers, reporters, editors, and proprietors of newspapers.

The fifth committee, Mary A. Mineah, chairman, was to consider the higher education of women in the West, and to report the opportunities for study in each of the Western States.

To the program thus inaugurated were added recommendations, of which one looked to the forming of a sixth committee to be formed to bring into communication institutions desiring well-prepared teachers, and women graduates seeking positions as teachers—in other words, an appointment bureau.

Another recommendation of great interest to the historian is that providing that a Bureau of Correspondence be formed to open communications with societies on the Continent and in England concerned with the university education of women, more especially with those which were interested in Girton College and Newnham College at Cambridge, and Somerville College at Oxford. It was hoped that the Western Association of Collegiate Alumnae might become international, so that students who had completed the prescribed courses of study at Girton, Newnham, and Somerville and the women graduates of the University of London might make common cause with their American sisters. Here is the first printed indication that the college women of America were looking forward to an alliance with women graduates of colleges and universities in Europe, and is undoubtedly a factor in the plan which years after resulted in the International Federation of University Women.¹

¹ See also the Association of Collegiate Alumnae's interest in Miss Burstall's plan for a British Federation founded on the lines of the American organization, Chapter XXI, p. 277.

But what was perhaps the most notable piece of work of the Western Association was the establishment of a fellowship for women, to be used by an outstanding scholar for further study. This work the Association began in 1887, when the members determined to raise for a fellowship a fund of \$500 a year. In 1888, a fellowship of \$350 was awarded to Ida M. Street, a graduate of Vassar College in the class of 1880, who proposed to do a piece of research at the University of Michigan. Here is, so far as we know, the first fellowship of its kind in any country — a fund offered by a group of organized college and university alumnae for a woman in competition with other women, for the purpose of pushing out farther the bounds of knowledge and truth.

In accordance with its purpose, the Western Association laid out, as a further earnest of future work, the following projects: (1) Consideration and investigation of the occupations of women in outdoor employments, in the domestic professions, in the press, in higher education, and in the fine arts was undertaken. (2) An investigation was made of the need of a reform school for girls in Illinois, and as a result there was presented in the Legislature a bill to establish such a school in which a majority of the trustees should be women. Although this bill was defeated, one introduced at a subsequent session was passed. (3) Information was collected concerning the industrial education of women, an investigation conducted by Lucy M. Salmon. (4) A memorial was sent each year to Johns Hopkins University asking that its opportunities for post-graduate study be extended to women. (5) A petition was sent to the National Mute College at Washington asking that its doors be opened to women. The request was at once granted. (6) Careful investigations were made on behalf of the Western Association by May Wright Sewall as to opportunities for post-graduate work in colleges and universities open to women. (7) A Foreign Correspondence Bureau was established, but its records, if such there are, are not available.

The Western Association had a distinct vision of the necessity for keen realization by college and university women, that a degree does not mean the end of intellectual effort or growth. Adult education is throughout the world a matter of concern to thoughtful people, as it was in 1887 to the Western Association when it adopted as the definition of its object — 'The Intellectual Growth of College Alumnæ.' In accordance with this definition, there were read from time to time before the Association papers of intellectual significance, among which were the following:

Occupations and Professions for College-Bred Women, Jane M. Bancroft.

Post-Graduate Study at Michigan University, Louisa Reed Stowell.

Concerning Higher Education, Mary A. Jordan.

The Relation of College Women to Domestic Science, Lucy M. Salmon.

Women and the Social Question, Frances E. Willard.

The Social and Domestic Effects of the Higher Education of Women, May Wright Sewall.

George Eliot as a Representative of Her Times, Ida M. Street.

The Post-Graduate Question, Anna R. Haire.

The Story of the Struggles and Triumphs of Emma Aertron of Finland (who received her degree of Ph.D. from the University of Helsingfors in Finland in 1882), Mary Bannister Willard.

Women as a Power Militant in the War of the Rebellion, Ezra B. McCagg.

Advantages for Women in the University of France, Jane M. Bancroft.

The Unity of Science, Leila G. Bedell.

Coeducation the Education of the Future, Rena M. Michaels.

In addition to its practical educational work, emphasis was also given to the social side, and many pleasant receptions, luncheons, and banquets were held in connection with the meetings. When the National Education Association held its annual meeting in Chicago, a reception was given by the Western Association to the alumnæ in attendance.

Thus five years of eager planning and achievement passed

on their way. During this time, however, there had been borne in upon members of the Western Association the realization that a closer bond between their organization and its older sister would strengthen the hands of both, and in a meeting of the Western Association in Ann Arbor, in December, 1887, a committee consisting of May Wright Sewall, Bessie Bradwell Helmer, and Louisa Reed Stowell was appointed to confer with a committee of the Association of Collegiate Alumnae to the end that 'steps... [might] be taken to bring about such a union.' Word of this action was received during a session of the Executive Committee of the Association of Collegiate Alumnae, and immediately there was appointed a committee of the latter organization consisting of Alice Freeman Palmer, Helen Hiscock Backus, and Marion Talbot, who were to confer with the committee of the Western Association. The negotiations carried on by the joint committee resulted in a report which was first adopted by the Western Association and soon after by the Association of Collegiate Alumnae. The manifest desire for union on the part of members of both Associations greatly lessened the difficulties arising from technical details and made more easy the making of concessions on both sides. The amended constitution of the Association of Collegiate Alumnae was adopted January 12, 1889, and took effect in October, 1889, when the two Associations met as one in Buffalo, New York. Thus was effected a union which made the Association of Collegiate Alumnae more nearly nation-wide in its scope, and paved the way for further effective work.

CHAPTER V

THE SOUTHERN ASSOCIATION OF COLLEGE WOMEN

At the annual meeting of the Association of Collegiate Alumnae held in Milwaukee November 5, 1903, the president, Elizabeth M. Howe, after referring to the effective work done by the branches in their different communities, spoke of the valuable work of the small groups of alumnae and even isolated alumnae in the Southern States, in arousing an interest in education, in promoting libraries, in raising and administering scholarships, and in recommending good secondary schools for girls. She then announced the formation the preceding summer of the Southern Association of College Women at Knoxville, Tennessee. Thus was introduced to the A.C.A., an organization which for nearly eighteen years did almost single-handed a distinguished and unique work. When in 1921 it joined its membership and resources in numbers and in ideals to the Association of Collegiate Alumnae, it brought added strength and wider scope to the American Association of University Women — as the enlarged organization was named.¹

On a July afternoon in 1903, during the session of the University of Tennessee Summer School at Knoxville, a little group of women met on the porch of the home of one of the University professors in response to the invitation of his wife and a few other women that there might be completed the formation of the organization which for nearly eighteen years was known as 'The Southern Association of College Women.' The hostess of the occasion was Mrs. Charles A. Perkins (Angie Warren Perkins), the first woman

¹ The material for this history was collected by Emily Helen Dutton, dean of Sweet Briar College, Virginia, at the request of the authors.

to receive a degree from Wesleyan University, Middletown, Connecticut. The preliminaries had already been arranged by three women then connected with the University of Tennessee, Emilie Watts McVea, a member of the English faculty; Lilian Wyckoff Johnson, assistant professor of history; and Celestia W. Parrish, of Athens, Georgia; so that when the July afternoon came to a close the tentative plans had become the basis of a permanent organization, with officers elected and a constitution provided. Miss Parrish was made president, Miss Johnson, vice-president, and Miss McVea became secretary-treasurer. Associated with these officers were seventeen charter members — women holding degrees from Cornell, George Washington, Radcliffe, Randolph-Macon Woman's College, Smith, University of Michigan, University of Tennessee, Vassar, Wellesley, and Wesleyan University, and representing, as the membership always did, three classes of women — Southern women graduates of Northern colleges, Northern graduates of Northern colleges resident in the South, and Southern graduates of Southern colleges. As has been said by one of the presidents of the Southern Association of College Women, 'to bring into close touch with each other these three classes of women had an effect upon the women themselves, in broadening their sympathies, enlarging their knowledge of educational conditions, and firing their enthusiasm, which probably even the charter members but dimly foresaw.'

It might seem that a separate organization for the Southern States was unnecessary, since the Association of Collegiate Alumnæ had already for twenty-one years been working in other parts of the country upon many of the questions which were now for the first time seriously faced in the South by the seventeen women who organized the Southern Association. But it was largely for that very reason that the charter members felt the need of a separate organization — not because of any lack of sympathy with the national association, of which some of them were and continued to be

members; but because they believed that 'an organization at closer range, devoting all its energies to Southern educational problems, would accomplish more in the South than the national organization with its wider field of interest and of service.'¹ Also, 'to promote most effectively the higher education of women in the South, it seemed wiser to have an association that would recognize the graduates of the twelve higher educational institutions then belonging to the Southern Association of Colleges, as well as the graduates of the institutions on the eligible list of the Association of Collegiate Alumnae.'²

As defined in the constitution, the objects of the Southern Association were: 'First, to unite college women in the South for the higher education of women; second, to raise the standard of education for women; third, to develop preparatory schools and to define the line of demarcation between preparatory schools and colleges.'

There were in 1903 more than a hundred and forty Southern institutions bearing the name 'college for women,' with not more than two of them doing four years of college work, 'a fact which indicates the important and difficult task which lay before the Southern Association of College Women — the task of making the general public distinguish between nominal and real colleges.'³ The development of the public high schools of the South during the past twenty or twenty-five years has been phenomenal, but in 1903 the third object of the Southern Association of College Women in its twofold aspect expressed a fundamental need. The leaders of the Association throughout its history, side by side with the Association of Colleges and Secondary Schools of the Southern States, fought vigorously to establish a clear-cut distinction between different types of schools and to uphold those maintaining honest standards. They bore

¹ E. A. Colton, Southern Association of College Women, *Proceedings*, 1917, p. 11.

² *Ibid.* ³ *Ibid.*

no ill-will toward preparatory or private schools of any grade, provided their work — important and vital as it was — was sincerely done in accordance with recognized standards. What they objected to most seriously was the situation created when schools of high-school grade and 'finishing' schools of no grade at all masked themselves under the name of college and conferred degrees whose worthlessness their recipients were at the time too ignorant to know. The 'so-called Southern college for women' was a stigma upon higher education for women in the South which has not even yet been wholly overcome. It was to rectify this situation that the Southern Association set to work.

The records of the early years of the Association are meager,¹ yet they show the formation of the first branch — that of Knoxville, Tennessee, with the initial meeting in July, 1903. The following summer (1904) a second meeting was held in Knoxville. In March, 1905, a branch was formed in Atlanta, Georgia, where a number of women who had made futile attempts for an Association of Collegiate Alumnae branch welcomed this opportunity to unite for common aims the college women in their locality. In November of that year the third meeting of the Association was held in the basement of the Carnegie Library in Atlanta, when Grace Warren Landrum was elected president of the Association, and Beall Martin became secretary. In January, 1906, a new branch was formed at Lexington, Kentucky, and in a little more than a year branches were formed in Montgomery and Birmingham, Alabama, and in Nashville.

The Association met in Memphis in April, 1908, and again in July, 1908, at Knoxville, when Emma Garrett Boyd,² of Atlanta, a Vassar graduate, was elected president. At the time of her election, Mrs. Boyd was first vice-president of

¹ The first secretary's book, after being carefully cherished for its historical value, has disappeared, 'probably owing to its being in the possession at the time of her death of the one who valued it most highly.'

² Now Mrs. Morris.

the Association of Collegiate Alumnae and president of the Georgia Branch of the Southern Association of College Women. Thus she brought an unusually wide knowledge of the two organizations to her official duties. During her presidency Mrs. Boyd visited practically every branch of the Association and the number of branches was more than doubled, new ones being formed in New Orleans, San Antonio, Richmond, Raleigh, Little Rock (Arkansas), and Columbus (Mississippi). Annual meetings were held in Atlanta in April, 1909, and in Nashville in April, 1910. Active campaigns for compulsory school attendance and the physical examination of school children, which had already begun, were continued. The Association and its branches worked energetically in behalf of social welfare and legislation throughout the South, and a paper on Child Labor presented at the Nashville meeting attracted considerable attention in the Nashville newspapers. The Atlanta branch maintained an educational column in the *Atlanta Constitution* during the years 1907 and 1908, and Mrs. Boyd published and circulated throughout the entire South many articles on compulsory education and allied subjects.

An agreement was also made between Mrs. Boyd and Laura Drake Gill, then president of the Association of Collegiate Alumnae, that the two organizations should each cover a certain territory and work in harmony, neither trying to overlap the other. Baltimore was taken as the dividing line between the two organizations, though the Washington (D.C.) branch, of course, continued on its way as an A.C.A. group. This understanding was repeatedly renewed in various forms during the next thirteen years, so that the efforts of the two organizations were constantly directed toward working in coöperation and avoiding rivalry.

In the years following Mrs. Boyd's presidency, branches were established at cities in Louisiana, Texas, and North Carolina, until, in 1921, the number stood at thirty-three active branches and eight branches discontinued, with eight

hundred members grouped in branches in every Southern State except Florida.

The work of the Association, like that of the Association of Collegiate Alumnae, was carried on through committees of the general Association assisted by local committees in each branch. Beginning with 1913, each issue of the *Proceedings* was prefaced by the statement of the objects of the Association quoted from the constitution, and by the following statement:

In order to carry out its purpose effectively, the Association has appointed standing committees to do the following definite work:

1. To arouse an interest in attending college by organizing college clubs and by establishing college day exercises in city and rural high schools.

2. To secure scholarships in the leading colleges for women to be awarded to high school students on the basis of competitive examination.

3. To investigate the standards of Southern colleges, and to inform the public—especially prospective college girls—of the actual standing of all institutions in the South bearing the name *college for women*.

The Association is trying in every way possible to create such public sentiment as will demand throughout the South (1) *college* work for *college* degrees, and (2) larger appropriation for rural and city schools, better trained and better paid superintendents and teachers, better buildings, more effective supervision of the physical welfare of children, and, finally, a much larger enrollment of the school population.

These objects should appeal to all educated women; we, therefore, invite all college women living in the South to join our Association. As there are, however, many preparatory and finishing schools in the South calling themselves 'colleges,' the Southern Association of College Women has found it necessary to limit its membership to graduates of colleges recognized by one of the following organizations: The Association of Collegiate Alumnae, the Carnegie Foundation, and the Association of Colleges and Secondary Schools of the Southern States. A list of the colleges whose graduates are eligible will be found in this bulletin.

With the first printing of the *Proceedings* in 1912, and the report made at that time by Elizabeth Avery Colton, chair-

man of the Committee on Standards of Colleges, what Miss Colton used to describe as 'the distinctive work of the Association' took on new importance. Miss Colton's report, which was published in full in *The School Review* of September, 1912, and reprinted for private circulation, marks the beginning of an epoch in the history of higher education for women in the South. One has merely to read the titles of the publications of the Southern Association of College Women, and of the papers and addresses given at its annual meetings thereafter, to realize something of the unceasing emphasis and unremitting effort given to the raising of the standards of Southern women's colleges, and to the education of public opinion as to the distinction between a real college and a merely nominal college, as well as to various other types of schools.

In 1911, Miss Colton had given before the Association of Colleges and Secondary Schools of the Southern States a valuable paper on 'Southern Colleges for Women' which was reprinted from the *Proceedings* of that Association. Her paper represented searching investigation of the many institutions in the South calling themselves colleges for women (in 1912 there were one hundred and forty-two), and pitiless publicity for the weaknesses of every kind of institution that made extravagant claims and yet knew not what a college was. The closing paragraphs of her 1912 report are revealing as to the conditions the Southern Association of College Women was facing and the campaign of education which it carried on.

Miss Colton continued to collect and publish 'data, showing the actual standing of all Southern institutions bearing the name "college," especially the name "college for women."' Her reports and papers followed one another in rapid succession: Improvement in Standards of Southern Colleges since 1900 (1913); Approximate Value of Recent Degrees of Southern Colleges (1913); the Junior College Problem in the South (1914); The Various Types of South-

ern Colleges for Women (1916). This last paper was not only published as an S.A.C.W. bulletin, but was reprinted by permission as a college bulletin both by Meredith College and by Tennessee College, thus making available more than five thousand copies for distribution among prospective students of women's colleges in every Southern State. When Miss Colton became president of the Association in 1914, she was succeeded as chairman of the Standards Committee by Emily Helen Dutton, who had been a member of the committee since 1913 and who had assisted in collecting the data for the 1916 bulletin.

The publications of the Southern Association were numerous and important. The *Proceedings* were published first in 1912, and consist of eight volumes issued annually until 1917, and biennially in 1919, and 1921, when the Southern Association joined the Association of Collegiate Alumnae. Of bulletins whose publication extends from 1911 to 1918 seven were printed, of which six were by Elizabeth Avery Colton. Of leaflets there were four published, 1915-17.

The list of papers and addresses covering the years 1912 to 1921 is long and significant. Here again Miss Colton's name is outstanding, always attached to a piece of research with a vision and a courage unsurpassed. Mary Leal Harkness,¹ Eleanor L. Lord, Emilie Watts McVea, May L. Keller, Emily H. Dutton — all these names of women prominent in the Southern Association — appear as speakers on programs, as do various college presidents North and South, and two presidents of the Association of Collegiate Alumnae — Laura Drake Gill and Caroline L. Humphrey. The subjects discussed covered a wide range, but always had as a theme some phase of women's education.

Any historian of college education for women in the South would find these papers not only a mine of information, but would necessarily largely base her work upon them, supple-

¹ Now Mrs. Black.

menting them by Miss Dutton's committee reports published in the *Proceedings* of the Southern Association of College Women from 1914 to 1921. The steady, persistent effort of the Association, under the leadership of Miss Colton and of the Standards Committee, inevitably had an effect, and its constant support of the work of the Southern Association of Colleges strengthened the power of both associations.

There was no legislation in any Southern State restricting the granting to educational institutions of charters with degree-conferring privileges, so that in 1918 there were in the South three hundred and seventy-five institutions with the legal right to confer baccalaureate and higher degrees of which only forty-two conformed even to the minimum requirements of a standard college as formulated by the Southern Association of Colleges. A few others approximated this standard, but, writes Miss Colton, 'a large number that have not sufficient equipment to do even good high-school work are (to quote the advertisement of one of them) "decorating their graduates with the highest college degrees."' With the hope of improving this situation, the Association of Colleges and Secondary Schools of the Southern States and the Southern Association of College Women appointed in each Southern State a joint committee to try to secure legislation restricting for the future the indiscriminate granting of charters with degree-conferring privileges. In December, 1918, the Southern Association of College Women published for this joint committee a bulletin containing a form for a proposed bill suggested by the committee, extracts from the laws of Pennsylvania and New York in regard to degree-conferring institutions, a discussion by Miss Colton of the need for such legislation in the South, the names of the joint committees in each State, endorsements of the bill by leading Southerners, the minimum requirements for a college as set by the North Central Association and by the Southern Association of Colleges, a

list of the forty-two Southern Standard Colleges and a reprint of a paper by Chancellor James H. Kirkland on 'College Standards — A Public Interest.' Miss Colton and the Standards Committee worked very earnestly with the special committess to secure this legislation, but for the most part met with disappointment. A bill was passed in North Carolina, but so changed from the form proposed as largely to fail of the desired purpose. In Tennessee, on whose committee Miss Dutton was the state representative of the S.A.C.W., a very good bill passed the Senate, the Educational Committee of the House voted unanimously to recommend it, and its passage seemed assured when opposition developed at the eleventh hour from an unexpected source and it was killed by an unfortunate bit of politics. Although in other States success came even less near, all this agitation doubtless had more effect in educating public opinion than could be measured by the actual results in legislative action.¹

The most important standing committees were the Committee on Standards of Colleges, on College Clubs and College Days, and on Scholarships; for the promotion of the interests of the Association itself there were standing committees on Extension and on the Press, and special committees on Finance, Recognition of Colleges, Constitution and By-Laws, and Standardization of Methods for branches, with various others appointed from time to time as need arose.

Throughout the existence of the Southern Association of College Women, the Committee on College Clubs and College Days worked enthusiastically and in coöperation with the Standards Committee to inspire Southern girls with a desire for a real college education, to teach them to discriminate between nominal and standard colleges and to influence them to choose the better institutions. Nearly every branch once a year invited high-school seniors, and some-

¹ See Chapter XIII for similar work by the A.C.A.

times their parents, to a 'College Day' meeting at which an attractive program was presented including talks on 'Why a Girl Should Go to College,' information about the standard colleges both in the North and in the South and reasons for choosing them, brief talks by different members about student life at the various colleges, with exhibitions of pictures, banners, annuals, etc., and a pleasant social hour. Such meetings were held even in some towns where there was no branch of the Southern Association of College Women and similar programs were effectively given by the committees at meetings of the Parent-Teacher Associations.

The Committees on Scholarships and on Loan Funds also worked energetically toward stimulating and helping Southern girls to attend standard colleges. The branch in Montgomery, Alabama, led the way in securing from Agnes Scott, Barnard, Goucher, Mount Holyoke, Smith, Sophie Newcomb, Wellesley, and the University of Chicago, respectively, the promise of a tuition scholarship open under certain conditions to Alabama girls. In 1914 the Montgomery Branch, with a membership of fifteen, was sponsoring seven girls holding these scholarships, six of them Montgomery girls. A few other branches had secured similar scholarships before the Association appointed a Standing Committee on Scholarships in 1912. This committee, of which Mary Leal Harkness was chairman from 1912 to 1914, and Mary C. Spencer from 1915 to 1921, was able to report in 1915 that seventy scholarships, varying in value from seventy-five to three hundred dollars, were offered through the Association, and that it also had the privilege of nominating candidates to one or two others of greater value. As some of the best candidates proved unable to use the scholarships without further financial aid, loan funds were inaugurated and a committee appointed to raise and administer such funds. Here again the Montgomery Branch took the lead, with Mrs. Julian Rice, of Montgomery, serving as chairman of the committee from its appointment in

1915 until 1921. The general fund was always small, but from 1917 to 1921 some ten branches were assisting worthy college students by loans varying from one hundred to six hundred dollars. Most of them are still administering these local loan funds.

Able and faithful work as chairman of the Press Committee from 1915 to 1921 was done by Penelope McDuffie, Professor of History at Converse College, Spartanburg, South Carolina, and one of the vice-presidents of the Association. She wrote monthly news notes from the Association for the Association of Collegiate Alumnae *Journal*, numerous newspaper articles on the work of the Association and news letters to the branches, and carried on various other activities to which she gave self-sacrificing effort even while engaged in graduate study in New York and struggling against ill health.¹

For several years the School Patrons Committee, under the chairmanship of Mrs. Prentiss B. Reed and Mrs. Charles Perkins, studied the problem of illiteracy in the various Southern States and carried on campaigns on behalf of compulsory education and local taxation for school purposes. Here again the initiative and activity of the Alabama Division were particularly noteworthy.²

The reports of the branches throughout their history show not only earnest work toward the improvement of educational standards, but also leadership and participation in all sorts of movements for the betterment of the community, especially in the direction of social welfare and health conditions. The influence exerted by these groups of women in their home communities can never be measured, but lives on in the institutions they established and in

¹ Miss McDuffie's death (in 1923) was a distinct loss to the American Association of University Women which nevertheless received tangible evidence of her deep interest in its work by her bequest to the Association. See Chapter IX, p. 131.

² See Chapter XVI for similar work by the A.C.A.

improved health and living conditions especially for children.

The Committee on Recognition in 1914 recommended that eligibility to membership be extended to graduates of a supplementary list of institutions of good standing outside the Southern territory and not recognized by the Association of Collegiate Alumnae or the Carnegie Foundation. These institutions were to be recommended by the Recognition Committee and confirmed at the annual meeting by a three-fourths vote. Such additions from year to year brought the list of institutions to a point where it did not differ greatly from the approved list of the A.A.U.W. It is rather interesting that the S.A.C.W., which consistently supported a liberal arts education, after 1915 limited its approval for membership in the Southern territory to graduates of colleges belonging to the Association of Colleges and Secondary Schools of the Southern States 'which require a minimum of four units of foreign language for entrance and a minimum of six year hours of foreign language for graduation.' Eligibility for membership began with the year of admission to the Southern Association of Colleges. In the South the struggle had centered about the scholastic standards, and the recognition of and provisions for women stressed by the Association of Collegiate Alumnae had not been especially considered. Therefore, when the two organizations united, institutions not fulfilling the special A.C.A. requirements concerning women were continued as members of the A.A.U.W. and given a period of five years in which to meet those requirements, a period which for some of the institutions was finally extended to ten years.

For years the Association of Collegiate Alumnae and the Southern Association had had the friendliest relations, and many college and university graduates in the South were members of both organizations. As the work developed under the leadership of Miss Colton, the purposes and labors of the two associations came year by year more nearly to

coincide. When in 1917, upon invitation of the Association of Collegiate Alumnae to the Southern Association to hold its fourteenth annual meeting in Washington (D.C.), at the same time as the biennial convention of the former organization, the first actual step toward a union of the two groups was taken. At this meeting the S.A.C.W. Committee on Coöperation recommended that the A.C.A. appoint a similar committee for conference as to the possibility of devising some method of affiliation by means of which the college women of America and Canada might form one great international body. In 1919, when the International Federation of University Women was in its initial stages, the Southern Association under the presidency of Mary Leal Harkness took definite steps for union with the Association of Collegiate Alumnae, partly because of the coinciding of work and ideals, and partly because of the decision which had been made by the sponsors of the International Federation of University Women that only one national organization could in each country become a member of the international organization. The Association of Collegiate Alumnae as one of the two first members of the International Federation was therefore already in that place.

Committees of the two organizations were thereupon appointed: the presidents of the two organizations, Lois K. M. Rosenberry for the Association of Collegiate Alumnae and Mary Leal Harkness for the Southern Association of College Women; Gillie Larew and Mrs. Glen Swiggett for the Association of Collegiate Alumnae; Penelope McDuffie and May Keller for the Southern Association of College Women.¹ Of this committee Mrs. Rosenberry was chairman, with Katharine Puncheon Pomeroy (treasurer of the A.C.A.) and Gertrude Shorb Martin (executive secretary of the A.C.A.) present at some of the meetings. The task of the committee was greatly facilitated by the fact that all members of both

¹ Miss Colton had been appointed on the committee, but was too ill to serve. She died in 1924.

committees were either members of A.C.A. or were eligible to membership. Moreover, of the paid-up membership of the Southern Association on January 1, 1921 — eight hundred in all — four hundred and fifty-three were at that time eligible to A.C.A. Of the three hundred and forty-seven remaining, one hundred and forty-seven became eligible when at the 1921 convention of the A.C.A., Agnes Scott College, Sophie Newcomb College of Tulane University, and the University of Kentucky, on recommendation of the Committee on Recognition became members of A.C.A. Another group of fifty from other colleges were accepted by A.C.A. in 1921. Only about one hundred and fifty members, therefore, at the maximum estimate, would be taken in merely because of their membership in the Southern Association, where it was to be remembered they had coöperated in the splendid work done in that region for the education of girls and of women. After endorsement by both boards of directors, the recommendations of the joint committee (which was the basis for the resolution by which the two associations joined forces) were brought before the Association of Collegiate Alumnae at the Convention held in Washington, March 28–April 1, 1921, with slight amendments were adopted, and the Southern Association was invited to come into the Association of Collegiate Alumnae. The invitation was sent by messenger to the Southern Association, then likewise in Washington assembled in convention. It is of interest to know that Miss McVea, one of the three women who sent out the call for its first meeting, asked the privilege of making the motion by which the Southern Association of College Women in 1921 accepted the invitation of the Association of Collegiate Alumnae to become an integral part of the latter organization.

The resolution by which the Southern Association of College Women united with the Association of Collegiate Alumnae was offered by Mrs. Glen Swiggett, long a member of both associations, and in 1921 vice-president of the South

Atlantic Section of the A.C.A. It was seconded by Laura Puffer Morgan, vice-president at large of the A.C.A., and read as follows:

Moved, that the Southern Association of College Women be made an integral part of the Association of Collegiate Alumnae and its membership received into the membership of the Association of Collegiate Alumnae on the terms of the invitation voted in convention assembled on March 30, 1921, and accepted by the Southern Association of College Women in convention assembled on March 31, 1921, provided the members of the Southern Association of College Women subscribe to the constitution and by-laws of the Association of Collegiate Alumnae.

• The record reads that after the unanimous adoption of this motion,

at this point the delegates to the convention of the Southern Association of College Women entered the room and their officers were presented to the President. The President welcomed them into the Association and expressed the pleasure of the Association in the union of the two associations. Miss Harkness, President of the Southern Association, responded in similar vein.

Mrs. Pomeroy then offered a motion that the Committee on Resolutions be asked to draft a resolution expressing on behalf of both associations their deep appreciation of the value of the work done by Miss Colton, the former President of the Southern Association, which had had so large a share in making this consummation possible. This was seconded by Miss Maltby and passed unanimously.

In the amendment of the by-laws which followed, it was provided that the name of the Association of Collegiate Alumnae be changed to 'The American Association of University Women,' thus conforming more nearly to the names of similar federations in other countries which were or were to be members of the International Federation of University Women.¹ Provision was also made whereby the territory formerly covered by the S.A.C.W. was divided into the South

¹ This recommendation of change of name was made effective by a change in the charter shortly after the convention, upon application to the proper authorities in the State of Massachusetts, where the charter had originally been granted.

Atlantic and Southeast Central Sections of the American Association of University Women, with May L. Keller as director of the former, and Mary Leal Harkness as director of the latter. On the new standing committees of the A.A.U.W., the former S.A.C.W. members were represented by the appointment of Emilie Watts McVea on the Committee on Fellowships, of Emily H. Dutton on the Committee on Recognition of Colleges and Universities, and of Juliet J. Poynter and Emily H. Dutton on the Committee on Standards.

Thus ended the separate existence of the Southern Association of College Women after eighteen years of devoted and constructive service, the spirit of which is well expressed by Miss Keller in these words:

We did nothing spectacular. It was hard, often unpleasant work. ... To-day the girls in our schools and colleges are enjoying the results of this pioneer work of standardization undertaken by the Southern Association of College Women, which was their greatest achievement and that for which the organization should be remembered.

CHAPTER VI

EXPANSION BY THE ADMISSION OF INSTITUTIONS

THE acceptance in January, 1882, of two new institutions — Connecticut Wesleyan University and the Massachusetts Institute of Technology — has been recorded.¹ Quite simply were they admitted to membership on an equal footing with the institutions which had been charter members. Two policies were thereby inaugurated — that of accepting new institutions on an equality with those already members, and that of accepting individuals as members because of the fundamental provision that institutional membership was the basis and reason for personal membership. The procedure thus far seemed simple, just, and fair.

But the situation speedily became complicated, for request after request came in from *alumnæ* of other colleges and universities who, either for personal reasons or for the prestige membership would bring to their *Alma Mater*, wished their institutions enrolled as belonging to the Association. The Executive Committee realized that it was confronted 'with a condition, not a theory,' and that the necessity for determining a policy for the admission of institutions must be met, and met soon. On May 1, 1882, the first Committee on Admission of Colleges was appointed, consisting of Alice E. Freeman, Florence M. Cushing, and Margaret Hicks.² In the records of the meetings of the Executive Committee may be found the brief story of their struggles. Under date of October 9, 1882, is the minute: 'It was decided to bring before the Society the difficulties of the committee in regard to admitting colleges, and Miss

¹ See Chapter II.

² Mrs. Volkmann, who died in January, 1884.

Cushing was requested to make a general statement to the Society.' To how many past chairmen of that committee and to how many present presidents of state divisions of the American Association of University Women will that brief note bring a smile, and a hope for the future!

On recommendation of the committee, Syracuse University and the University of Kansas were admitted to full membership on December 15, 1882. A group of Chicago women having urged the admission of Northwestern University as an aid to forming a branch, the Association voted on October 27, 1883, on recommendation of the committee, to accept this Illinois institution. The institutions thus admitted brought the number of institutional members on January 1, 1884, to thirteen.

A problem had meantime arisen. What requirements were made for graduation in these thirteen institutions and in others which might apply for admission? Were these requirements uniform? Or were such different requirements made for different degrees as to raise a query as to the validity of some of them? A Committee on College Work was thereupon appointed, consisting of Helen Magill,¹ Mary H. Ladd, and Edith Talbot, to inquire into the situation and report later. It was fast becoming apparent that caution and deliberation were needed in dealing with the question of degrees and other matters which new applications for membership were raising. The members were not finding it easy to make some decisions already made square with their rapidly crystallizing views as to the possible influence of the Association in promoting high standards in collegiate education.

It was becoming clear that the question of institutional membership was of sufficient importance to require consideration and action by the Association as a whole. However, a unanimous vote for recommendation to the Association was proving more and more impracticable because of gradu-

¹ Later Mrs. Andrew D. White.

ally diverging views of members of the Executive Committee as to the significance of the 'liberal policy' which the Association in October, 1882, had recommended. It was therefore decided that a three-fourths vote of the Executive Committee should be sufficient basis for recommendation to the Association, with only three fourths of the members of the Association present at a regular meeting considered necessary for confirmation, providing notice of the proposed action had been given with the call for the meeting.

The new procedure was put into operation for the first time in 1886. At the meeting held on January 26 of that year the following statement was read:

The Executive Committee desire to report the receipt of an application for admission of graduates of the University of California to the privileges of membership in the Association of Collegiate Alumnae. The request was considered by the Sub-Committee on Colleges, who reported unanimously in favor of granting it. The Executive Committee, having passed the necessary three-fourths vote in the affirmative respectfully submit their decision to the Association for final action.

(Signed)

MARION TALBOT

Secretary

On March 13, 1886, the Association voted to admit the University of California. At the same meeting and as an undoubted corollary of this action, the Pacific Branch was recognized. Again, as in the case of the proposed Chicago Branch and Northwestern University, the advantages to be gained in strengthening a local group through the admission of an institution in the vicinity proved to be a dominant factor in the admission of such an institution.

Meanwhile various rumors regarding the Association and its procedure were circulating about the country, the most annoying of which proved to be the assertion in some quarters that the Association was made up of all graduates from colleges and universities in the United States which received women as students. This led the secretary, in her annual report for the year 1886, to call attention to the

fact that the Association had a limited membership and to state that 'many institutions besides those united in the Association were doing honorable service in behalf of the education of women and it would be as presumptuous for the Association to attempt to represent all the collegiate work of women as to maintain that its membership list typifies exceptional intellect or attainment.'

It was clear that no well-defined policy could as yet be formulated. As a consequence, at the same meeting at which this statement of the secretary was made, the Executive Committee was instructed to place on file all applications which should come in during the ensuing year requesting the admission of new institutions. The reason for this action was the necessity for a thorough organization of the branches and a careful study of their relations to the General Association. During that year applications were received from individuals and organizations representing five different institutions; but the uncertainty of the situation, especially with regard to the Western Association of Collegiate Alumnae, led the Association at its meeting on January 14, 1888, to pass the following measure:

Resolved, that in view of proposed measures which may affect the organization of the Association and which are now receiving the attention of its members, it is at present inexpedient to add to the number of institutions represented in the membership of the Association.

Already a question, still unsolved at the end of half a century, loomed large; namely, the removal of an institution from the list of members for failure to comply with the requirements by which it had been in the first instance admitted to the Association. The Association was therefore determined, in view of the impracticability of taking what might be a backward step, to run no risk of complicating the problem further by hasty action at this juncture. Yet the pressure on the committee was very great. For instance, the president of one college, when told that the standards of

his institution were too low even were the Association disposed to enlarge its membership, replied that could he gain the admission of his college, he could then count on the support of his church to strengthen the institution in the ways the committee indicated. The response of the chairman of the committee was naturally and logically that the time for such support was precedent to the admission of a college rather than after such action, and that the arguments given by him to bolster up his contention were far stronger for keeping his institution out than for letting it in. An interesting situation then arose — unofficially recorded and probably unique — for this man president, finding his arguments futile, resorted to tears and begged the woman arbiter to have pity on him. She, however, confident that the answer she had given was the best for all the different interests involved, did not allow her judgment to yield to her compassion for his grief.

From what has been said it is clear that the first institutions were admitted on a purely personal basis because certain graduates of these institutions had expressed a wish to belong to the Association. But the Association was gaining in recognition by the public and a different view emerged. Local interests came into the picture and the institution whose graduates could strengthen a local group became the center of attention, although it was clear that no group should be dominated by the alumnæ of any single institution. During the earliest years the policy followed was in general to carry out the aim of the Association and not to sit in judgment to determine rank or standards in the collegiate world. Such an attitude would have been, under the circumstances, the height of arrogance. As time went on, however, the Executive Committee had forced upon them the realization that the membership of the Association consisted of certain colleges, and, whether it was intentional or not, the list was recognized here and there as one primarily setting forth certain generally accepted standards.

When the attempt was made to formulate these standards, the Executive Committee, after careful consideration, recommended and the Association voted (October 25, 1889) that 'a college desiring membership shall show (1) that its faculty are not called upon to give preparatory instruction; (2) that its requirements for admission are equal to those adopted by the colleges already belonging to the Association; (3) that it has conferred degrees in arts, philosophy, science or literature on twenty-five women prior to its application for admission to the Association.'¹

In 1889, the situation was as follows: in addition to the original eight institutions which were the charter members of the Association, six had been added, four had been rejected, and action on sixteen had been deferred. Florence M. Cushing, as chairman, in making the report of the committee in that year outlined with clarity the reasons against the policy of indiscriminate admission which in some quarters had been strongly urged.² Most important was the provision for future procedure:

The committee... recommend that a special committee of five on the Admission of Colleges be appointed from the Association at large by the Executive Committee. It shall be the duty of the committee to receive all applications for membership made on the basis adopted, conduct the necessary correspondence, and report the results of such investigation into methods and characteristics of the colleges as will enable the Executive Committee and the Association to make a wise decision. Election shall take place as now provided in the constitution.

In 1890, the committee recommended the admission of the fifteenth institution, Bryn Mawr College, and by unanimous vote of the Association the recommendation was adopted.

¹ The reason for the last condition was that two of the institutions already admitted had a practically negligible enrollment of women and the impossibility of including them in any consideration of educational problems in connection with women gave rise to a difficult situation.

² See full report, a most interesting and illuminating one, in *Publications of A.C.A.*, Series II, Number 16, dated May 24, 1889.

The secretary made the following statement in her report in October, 1891:

The problem which confronts the Association of choosing between a broad and generous spirit of fellowship and a policy of rigid discrimination strikes at its very life. On the one hand is the inevitable result of a ponderous organization with more and more heterogeneous elements, and on the other the possible justifiable charges of narrowness and exclusiveness. Looking at the matter in another light, the time has come when we must choose between working for the individual good of as large a number within the Association as possible and holding the standard of collegiate education for women so high that the influence of the Association may be felt not only by all college women, whether within the Association or not, but by all collegiate interests in the country. Strong arguments can be brought forward on both sides. Whatever decision is reached will bring embarrassments of a more or less temporary character to local constituencies and to individual members, but it is not too hazardous to predict that the faithful loyalty of the members to the principles of the Association will abide and indeed be strengthened just in measure as those principles are steadfastly and valiantly upheld.

At the same meeting the Association expressed its approval of the policy outlined by the committee in the report adopted in 1889, by which the ample and obvious fulfillment of the general requirements for admission were emphasized. The complexity of the problem is evidenced, however, by the fact that in 1892 the Association voted that 'for the present the Executive Committee should not receive applications for the admission of new institutions to the Association, but should provide for a method of nomination through members of the Executive Committee.' The Committee on Admission of Colleges, acting on these instructions, made in 1893 the following recommendation: 'New institutions shall be nominated for membership in the Association by any five members of the Executive Committee who shall represent five different institutions already enrolled as corporate members of the Association.' In making this proposition, the committee stated that it had 'had in mind two distinct ends, regarded by them as of equal importance. First, to

provide for the Association a safeguard against irresponsible nominations, which force the Executive Committee to an examination of the institutions in question and to a definite decision concerning them; and, second, to afford by this new method of nominations as full an opportunity as possible for a wise extension of the corporate membership of the Association.' The recommendation was adopted, but the success which it was hoped would follow such action was not complete. The members of the Executive Committee were still solicited, in season and out of season, to make nominations with great resulting embarrassment to themselves. It was evident that the problem of procedure was not yet solved.

In 1895, the president and secretary were instructed to appoint a Committee on the Unification of Collegiate Standards with reference to institutional membership in the Association, whose members should confer with college presidents and other educational authorities regarding the views of the institutions themselves as to the standards which the best colleges and universities maintained in common. This committee was made up of three distinguished women, Florence M. Cushing, Annie E. Allen, and Ellen E. Garrigues. In 1896, they made an extended report in which they attempted to interpret existing public opinion on the question, 'What constitutes a college?' That report is still good reading for any one interested in that subject, whether he live in Madison, Wisconsin, Boston, Massachusetts, or San Francisco, California. Summing up the results of a long discussion over the report, which took place in the Executive Committee, Miss Cushing, as chairman for her committee, made recommendations which were accepted by the Association. They were as follows:

That a standing committee be appointed to be known as the Committee on Corporate Membership.

That the limiting duties of this committee be defined by the Executive Committee.

That the Committee on Corporate Membership be instructed in

their work of deciding upon the additions which from time to time may be made to the list of institutional membership, to pursue the following lines of inquiry:

First, as to the educational qualifications of the corps of instruction;

Second, as to the financial status —

a. Endowments exclusive of buildings, equipment, etc.

b. Average available income;

Third, as to equipment —

a. Buildings.

b. Libraries.

c. Laboratories.

d. Apparatus.

That the Committee on Corporate Membership be instructed to consider no institution eligible to membership in the Association in which it cannot be shown:

First, that its faculty are not called upon to give preparatory instruction;

Second, that it has fifty graduates who desire to become members of the Association.

The decks were now cleared for action, and in 1897, on recommendation of the Committee on Corporate Membership, of which Alice Freeman Palmer was chairman, the Association admitted Radcliffe College, the University of Chicago, the University of Minnesota, and Leland Stanford, Jr., University. In recommending these institutions a clear statement, giving the principles according to which the committee had proceeded and enumerating the points which it was deemed wise to consider in recommending institutions, read as follows:

First: An institution is invited to join the Association for the educational strength it can bring. The policy of admitting weak institutions on the ground that they are growing rapidly and that admission to our membership would hasten that growth has not been borne out by results in the past.

Second: An institution is invited to join the Association for the benefit of educational standards *in the whole country and not for local influence.*

The power of our Association lies in the help it may give toward lifting up and unifying standards of education in the country at large.

and not in aiding this branch and that institution at the sacrifice of such standards.

The chief points considered have been: (1) The standard of entrance requirements; the care with which this standard is guarded, in entrance both by examination and by certificate, and in the admission of special students. (2) The standards of graduation requirements; the grade of work and the amount of work demanded; the breadth of the curriculum; its organization and correlation; the safeguards provided against narrowness or dispersion of force in the freedom of the optional system. (3) Faculty; their training, experience and pedagogical force; their number in proportion to the number of students and of courses; their organization and unity; the executive force of their president. (4) Finance; the free income-bearing endowment; the average income from all sources; the buildings, laboratories and libraries, and the modernness and completeness of their equipment.

It is evident that the committee had not been vague in interpreting its general instructions, nor was there any dissatisfaction expressed with their action. Their statement was passed on to succeeding committees and became for a number of years almost traditional policy.

While the Committee on Corporate Membership had been at work, it had prepared some very elaborate schedules. The committee reported in 1898 that it had secured detailed reports from the nineteen institutions in the Association concerning their requirements for admission, their curriculum, finances, and equipment, and their faculty and students. The committee had further found a general increase in efficiency, in wealth, and in numbers, as well as a general improvement in the quality of work done and in the widening of opportunities offered. At the same time the committee reported frankly and fearlessly that there were serious defects in individual institutions — 'perhaps the most widespread and mischievous being the non-enforcement of nominal standards, the loose administration of entrance examinations and of the certificate system of admission.' The committee further found 'need of effective leadership, inertia of trustees or, more serious still, the interference of

boards of government with no technical knowledge of educational needs, lack of adequate endowment — all leading to lack of proportion in organization. There were examples of too many courses of instruction offered in proportion to the teaching force, too large a proportion of the instruction, especially of the younger students, given by young teachers on temporary appointments and far too little by the well-paid professors of large acquirements and experience.' The study of the committee with regard to state universities showed notable improvements, especially in the matter of abolishing preparatory departments and establishing their finances on a more stable basis. When one looks at the proposed budgets of great state universities like the University of Wisconsin, asking in 1929 for \$11,500,000 for the biennium ending 1931, and getting it, the report of the committee thirty years ago shows the tremendous strides made in the matters upon which they looked with prophetic vision. Yet, although the committee looked forward to the admission of several of these state universities within the next year or two, their expectations were delayed, only three being admitted between 1898 and 1906.

The study made by the committee under the able chairmanship of Alice Freeman Palmer was continued, and in 1899, at the annual meeting of that year it was reported that seven important institutions had inaugurated new presidents within a few months of the meeting. All of these, even the one which did not confer degrees on women, had nevertheless invited women as delegates to the inaugurations. The committee recommended the admission of Barnard College, the Woman's College of Western Reserve University, and the University of Nebraska, at the same time recommending for associate membership in branches those women who had taken higher degrees in Yale University, London University, Zurich University, the Sorbonne, and all German universities which gave the Ph.D. degree to women.

The committee added at the close of their report that they

had made a careful study of fourteen institutions. Their report was accepted.¹

In 1903, the general secretary of the Association, Florence M. Cushing, gave a sketch of the various stages in the admission of colleges to the Association, following her introduction by the statement that in spite of the publicity which the matter had been given through various printed and circulated official reports setting forth the policy of the Committee on Corporate Membership, nevertheless the impression seemed to be general that any institution which had an endowment of \$500,000 and no preparatory department was entitled to membership. She had found further that in some quarters there was a determination, in true democratic fashion, to give the members of the Association an opportunity to vote on institutions which the Committee on Corporate Membership was unwilling to recommend. Miss Cushing outlined therefore the method of procedure:

By February of each year, the chairman inquires of each member of the committee what institutions she believes should be studied during the current year, at the same time making known to the committee the names of such institutions as during the past year have opened communication with the desire to be considered. Those institutions which receive a majority vote of the several members are enrolled as candidates for study. Apart from the information to be secured from catalogues, reports of presidents, the information given by means of replies to the committee's schedules, an effort is made to get the consensus of opinion of those in touch with general educational progress and familiar with conditions holding in the institutions scrutinized. A vote is taken only after careful consideration of all information obtained and in most cases after reports made by some member of the committee who has visited the institution. The result of such study is shown in the recommendations of the committee in its annual report.

¹ The report of the chairman of the committee, Annie Howes Barus, which was presented in 1900, was referred to the Committee on Publication to be used at its discretion, but there is no further record of it. In 1901, Mrs. Barus for the committee again emphasized the need of greater endowments to enable the universities to accomplish their task and recommended the admission of the University of Illinois.

In the previous year the Philadelphia Branch had proposed an amendment to Article V of the constitution of the Association as follows:

The name of any such institution may be brought before the Executive Committee either through the Committee on Corporate Membership or by any member of the Executive Committee.

When this proposition came up for discussion in 1903, the Association upheld its Committee on Corporate Membership. At the same time it was suggested that possible grounds for criticism might be avoided if, as the general secretary recommended, there were a more exact method of appointing all committees of the Association as well as adhering to the principle of rotation in office. The proposed amendment was lost by a practically unanimous vote, and in its place the following resolution was passed:

Whereas the forms of instruction given to the several types of membership committees which have in the past served the Association have been the result of careful study on the part of specially appointed committees as to conditions prevailing in educational methods and ideals at the time such standards were adopted; therefore, be it moved that a committee be appointed by the president, general secretary, and secretary-treasurer to report to the Association what changes or additions in their opinion it is for the best interest of the Association to make to the instructions given the Corporate Membership Committee in 1896.

The following year this new committee, of which Mary Coes¹ was chairman, reported in part as follows:

The committee now submits for consideration certain recommendations showing what changes or additions it is, in its opinion, for the best interest of the Association to make to the instructions given the Committee on Corporate Membership in 1896. It is taken for granted that the committee will keep clearly in mind that the object of the admission of new corporate members is to promote the work of the Association.

I. ADMINISTRATION — The board of trustees shall be so constituted as to support sound financial and educational methods.

¹ Miss Coes was dean of Radcliffe College 1910-13. She had been secretary of the College from 1894 to 1910. Her death occurred in 1913.

2. MATERIAL RESOURCES —

- a.* Laboratories, libraries, and other facilities adequate for the courses offered;
- b.* A total property, exclusive of the productive endowment, at least as large as the average total property of the institutions admitted up to the time of each new application;
- c.* A liberal productive endowment, exclusive of scholarship and other special funds not available for direct educational uses. (This should be distinctly higher than the \$500,000 standard fixed in 1896.)

In a state institution appropriations from State Legislatures or percentages on the total valuation of the State shall be considered; in an endowed institution tuition fees shall be counted in case they are large enough to be a stable source of income.

3. FACULTY —

- a.* The number of full professors shall be at least as large as the average number in institutions of the same type already admitted to membership;
- b.* The ratio of the number of instructors to the number of students and courses shall be such as to provide adequate instruction;
- c.* The salary of a full professor shall be liberal in proportion to the cost of living in each institution, and such as to attract and retain teachers of recognized ability. The salary of associate and assistant professor shall be as large as the corresponding average salary in institutions of the same type already admitted;
- d.* All the members of the teaching staff, unless adequate reasons can be given for a few possible exceptions, shall hold degrees from colleges of recognized standing;
- e.* A distinctly large proportion of the full professors shall hold degrees based on graduate university work;
- f.* There shall be no preparatory department under the government or instruction of the college faculty.

4. DEGREES —

- a.* The Bachelor's degree shall be based on scholarly attainment represented by the following general conditions:
 - (1) Entrance requirements such as demand at least four years of serious secondary school work for preparation,
 - (2) Class sections restricted to such numbers as ensure proper individual instruction, except in the case of purely lecture courses,

- (3) A residence of at least two years in the college conferring the degree or in a college of equally high grade,
- (4) Graduation requirements which correspond to the amount of work ordinarily included in four years of serious college study;
- b. The Master's degree shall be given only for resident graduate work, or in the case of the honorary degree, for original work of high distinction;
- c. The degree of Doctor of Philosophy shall not be given *causa honoris*.

In the hope that a certain stability may be insured for such standards as may from time to time be adopted, the committee recommends that when new institutions are admitted there should be a definite statement of the date from which graduates are eligible.

Up to the present time the Committee on Corporate Membership has been instructed to investigate the eligibility of an institution as a candidate for membership only of its own motion or on request of five members of the Executive Board. The Committee on Standards recommends... that applications for membership be received from institutions themselves. In former instructions minimum requirements were stated; under such instructions an institution felt that it had a right to claim admission as soon as it reached this minimum. In the present report a definite statement of a reasonable average requirement is proposed. This ought to prevent applications from institutions which, under the minimum as formerly stated, might have regarded admission as a right.

The Committee on Standards recommends that the Committee on Corporate Membership be composed of four members, and the general secretary, *ex-officio*; that the term of office of the members of the committee be made definite, ultimately a term of four years; and that the members of the new committee (in addition to the *ex-officio* member, the general secretary) be elected for terms of one, two, three, four years, respectively, with the provision that no member elected for the full term of four years be eligible for reelection until a year after the expiration of her first term of office. The committee will thus be at once flexible and responsible — will acquire a considerable degree of experience, and at the same time may be made to respond to the changes of opinion among the alumnae. The members must be chosen for their broad knowledge of educational institutions of different types, and for their sound judgment. Though the proceedings of the meetings of this committee must be confidential, one member of the committee, preferably the general secretary, should be the authorized representative of the committee, and

should convey its decisions to such officers of institutions under consideration as ought to be informed of them.

In formulating its recommendations the committee has tried to interpret present conditions only. It hereby recommends that the report here submitted be made known to institutions that inquire as to the standards for admission to the Association.

It is impossible to make identical standards which can be strictly enforced for the separate women's college, the affiliated college which draws largely from the resources of the university with which it is connected, and the state university; for the three kinds of institutions present widely diverse conditions. All the committee can hope to do is to propose by way of advice certain limitations and safeguards.

There were a few amendments to the recommendations, but the only one of importance was to the effect that the responsibility of taking the initiative in matters of admission should be left to the Executive Committee and its agent, the Committee on Corporate Membership.

In 1905, the Committee on Corporate Membership reported that it had been necessary to prepare new forms for the study of institutions which were under consideration and asked for an extension of time within which to make their report. In the following year, 1906, the University of Missouri was recommended and accepted for membership, and it was further voted that thereafter individual membership should not become effective until fifty alumnae of an institution which had been admitted should register their names and pay their fees. Here again is an early instance of a difficulty which the Association still encounters, and doubtless always will find obstinate. Having obtained the prestige so highly sought by gaining admission to the Association, now and again a college is found which does not recognize a *quid pro quo* and regards its obligations to the Association so lightly as not to have even one member come into the Association. It is still necessary to follow up admission of institutions in order to see that they, like individuals, meet their responsibilities in whole-hearted fashion.

In 1907, the committee presented data from the state universities and women's colleges in the Association with regard to the points they had been instructed to use as a basis for comparison when considering new institutions. In its report, the committee said:

The original report of the Committee on Standards stated that 'it is of the utmost importance to leave a certain degree of freedom to the Committee on Corporate Membership in regard to the particular recommendations as to measurable resources,' but they recommend 'that so far as possible the requirements defined in the report be maintained.' The members of your committee have not been willing to ignore the general tenor of the instructions which is that a new institution shall have a standard as high in certain measurable respects as the average of the type. They believe also that experience shows that measurable resources are a very fair indication and in some cases an entirely adequate indication of the general qualifications of an educational institution. The institutions considered fell so far below the average that any further consideration of them along the line of qualifications which cannot be numerically estimated seemed to exceed the bounds of that 'freedom' which was specifically granted to the committee.

Your committee, therefore, acting in accordance with definite instructions and at the same time exercising its prerogative of freedom, as far as it conscientiously can, presents no recommendation for admission of new institutions. Nor does it see how in the near future any such recommendation can be made. The Association has set a high standard which has been consistently maintained. While there has been in the Association at large eager and persistent advocacy of a more liberal policy, each committee—sub-committee and executive—with changing personnel has given its adherence to the high standard after careful study and investigation....

The Association voted approval of this report with the additional instruction that the committee should obtain and include in its statistics the salaries of instructors and those who ranked above instructors. But from the discussion which took place on the floor it was evident that many members desired a more liberal policy in the matter of the admission of institutions. As a consequence of this discus-

sion, the Executive Committee instructed the Committee on Corporate Membership to report at a later time on a possible substitute for the averages prescribed on the points designated in their instructions.

When the twenty-fifth anniversary of the founding of the Association came around, the situation was as follows: There were twenty-four institutional members of the Association, not including foreign universities which gave higher degrees to women. In accepting new institutions, the provision for women in the student body, on the faculty, and on the boards of trustees was made a matter of first interest in considering these new institutions. Already it had been demonstrated that if women were not to be fed at a second table, so to speak, a body of women of standing and achievement organized together must stand back of the pioneers who were still working for the greatest possible intellectual achievement for women. It is only by a survey of this period of two decades and a half that one can realize what power, in subtle and quiet fashion, the Association had acquired in educational matters throughout the United States, or how intensive and far-reaching had been its studies in collegiate administration and standards.

Already the investigation of the requirements which have been discussed in the preceding pages had proved to be a most arduous and burdensome task. Not only was the gathering of data difficult, but the correlation and arrangement was growing increasingly hard of accomplishment. The day of the trained statistician was not yet here and yet the task of estimating institutions, especially on the material side, was fast becoming one of specialization. In 1905, Mr. Andrew Carnegie, a Scotchman by birth, who had become very wealthy by the development of the steel industry in the country of his adoption, made a gift of \$10,000,000, to endow a foundation for the advancement of teaching. In the program of the foundation the provision for pensions to teachers in colleges and universities who

had grown old in their profession — a profession in which the material resources were, on the whole, too small to permit of any saving against a time of disability and failing powers — was one of the first concerns. In order to receive these pensions, an institution must be put upon the list of the foundation, after full investigation of all its resources, physical and intellectual. Moreover, any institution so accepted must be free from sectarian ties. It is clear that the investigations of the Carnegie Foundation and of the Association of Collegiate Alumnae overlapped, though they by no means coincided.

In 1909, the Committee on Corporate Membership under the chairmanship of Marion Talbot made to the Executive Committee of the A.C.A. recommendations which were significant in view of the increasingly difficult task which each year brought to the committee.

Your committee recommends [the report states] that in academic and financial matters the Association adopt, until further action, the collegiate standards of the Carnegie Foundation for the Advancement of Teaching; denominational tests to be applied, however, only when they interfere with intellectual independence.

Any institution found to conform to these requirements shall be recommended to the Association for Corporate Membership, when fifty of its alumnae make formal application to be enrolled as members....

The report was not accompanied by the recommendation of any new institution in the United States for membership, since the committee wished to know what its course should be, but two Canadian Universities, McGill and Toronto, were accepted so far as their non-professional degrees went. The Executive Committee voted to ask the branches to consider the report of the committee, in order that in this way the will of the Association in the matter might be determined. The branches showed great interest in the subject. The Convention of 1910, guided somewhat by the answers of branches to questions asked, voted to approve a plan pre-

sented by the Committee on Corporate Membership whereby

the standardization of courses in academic and financial matters be now left to other agencies, and that the maintenance of suitable conditions for women in those institutions which admit them shall henceforth receive especial emphasis. To this end, an institution to be eligible to corporate membership shall have a reasonable recognition of women in the faculty and in the student body, with material provision for their intellectual and social needs; salaries of women on the faculty to be approximately the same as those of men in the same grade; a coeducational institution to have a dean or adviser of women above the rank of instructor; weight to be given to the fact where women are on the Board of Trustees, especially in a women's college.... The plan... further recommends that in academic and financial matters the Association accept until further action the standards of the Carnegie Foundation for the Advancement of Teaching.

The Convention further voted

that the Corporate Membership Committee be given discretionary power in making its recommendations to the Executive Committee of the Association.

At this convention another important step was taken by the Association. For some time a special committee had been working on a list of approved foreign universities whose advanced non-professional degrees should be accepted for membership in the A.C.A. An exceptionally able committee, composed of Marion Reilly, Eva Johnston, and Helen Thompson Woolley, presented in 1910 a report with a list of foreign universities which until 1927, when the list of the International Federation of University Women was substituted, remained the basis for membership of women educated in foreign universities.¹ The committee 'felt quite incompetent to deal with the universities of the Latin countries, or of Russia, or of the Orient,' but their report on the institutions and degrees of other countries was able and

¹ The list of the International Federation of University Women, 1930, may be secured at the Washington headquarters of the A.A.U.W.

impartial. As a result of their recommendation, their list of foreign universities received the unanimous approval of the convention, which further voted 'that the special Committee on Investigating European Universities be continued to investigate the universities of the Latin countries, Russia, and the Orient.'

The Association grew year by year, in membership and in strength, so that there came a time when a thorough reorganization of its by-laws became essential to progress. Among the changes made, when in 1912 the new plan was adopted, was a change in name of the Committee on Corporate Membership, which then became the Committee on Recognition of Colleges and Universities. But the task of the committee continued along the lines worked out through thirty-one years of experience. At the Convention of 1912, Marion Talbot, chairman of the committee, made a report covering the thirty-one years of work of the Association in admitting colleges and universities. She brought to the attention of the Association the fact that at that moment the Government of the United States, through the Federal Bureau of Education, was attempting to make a study, thorough and impartial as possible, of the nature of colleges, and that her committee had had before it a few months previous to this time, the report of the official agent of this bureau. This report had not, however, been made a public document, so that the committee had not been able to make actual use of its findings. Miss Talbot said further that if it were possible to use the report of the United States Bureau of Education, her committee would like to feel free to consider the colleges in Class I of its classification. It was thereupon voted that 'until the next meeting of the Association the Committee [on Recognition of Colleges and Universities]... be instructed to adopt Class I of the classification of colleges of the United States Bureau of Education, as the academic standard of admission to the Association of Collegiate Alumnæ.' But in the discussion it was made clear

that inclusion in the Class A of the Carnegie list or in Class I of the Bureau of Education list did not automatically carry with such classification membership in the A.C.A. The policy of applying special tests still held. With these tests applied, the following institutions were in 1912 admitted to membership: Grinnell College (Iowa), Indiana University, Mount Holyoke College, Swarthmore College, and Lawrence College, with provisional action on Coe College and Drake University.

In 1914, the chairman of the Committee on Recognition of Colleges and Universities, Ada L. Comstock, presented the names of eight new colleges for acceptance by the Association: Beloit College, the Women's College in Brown University, Colorado College, Goucher College, Lake Forest College, The University of Colorado, the University of Washington (in Seattle), and Washington University (in St. Louis, Missouri). She asked at the same time for authority to use the list of Class I of the Federal Bureau of Education as the standard of academic rating until the biennial convention to be held in San Francisco in 1915. This authority was given, but so difficult did the use of this list prove to be that the Convention voted in 1915 to leave the committee entirely free in its study of academic ratings. In the mean time a new aggregation of institutions had come into being — the Association of American Universities. Here again was a rating agency, for a committee of this body passed upon the application of an institution for membership, as was the case with the A.C.A. The Association of American Universities laid especial emphasis upon the ability of a graduate of a given institution studying in a foreign university to take the master's degree in not more than one year, and the doctor's degree in not more than three years, thus proving the quality of training and attainment which the bachelor's degree which should precede graduate study should represent. The council meeting of the A.C.A. in 1916, therefore, recommended to its com-

mittee that 'for the present they use as the basis for academic rating the list recommended by the Association of American Universities together with whatever other lists were at their disposal.' This action followed the report of the committee given by the chairman, Miss Comstock, that their experience proved that the Association could not set up and maintain its own standard, making its own study of the academic worth of the institutions under consideration as had been the case for the first twenty-seven years of the Association's history, because of the labor and tactical difficulties involved, to say nothing of the heavy responsibility thus entailed. She pointed out that the Carnegie list had been abandoned because of changed standards which its board had adopted, and because from the point of view of the A.C.A., some institutions not recognized by the Carnegie Foundation had proved, when the special tests of the Association had been applied, to rate higher in their attitude toward women's interests than did some included in the foundation's list. The list of colleges and universities which the Federal Bureau of Education had prepared was discontinued before it reached the step of actual publication. The list of the Association of American Universities was formed for an express purpose, hence had its limitations. It was after this report was made that the action of the council given above was taken.

Marion Reilly, long a devoted and able worker in the Association of Collegiate Alumnæ, became in 1917 chairman of this important committee. One of the insistent problems which confronted Miss Reilly's group was that concerning the admission of graduates of technical courses, such as architecture, medicine, law, and new courses in applied science, to membership in the A.C.A. Miss Reilly reported in 1918 what one may well believe — 'that the whole question had proved incredibly complex'; and that her committee had given not only careful consideration, but a very considerable amount of investigation to the end that their

recommendations might be sound and at the same time fair to all concerned. She then presented the recommendation 'that an alumna holding any bachelor's degree from any of our already accepted institutions should be accepted for membership provided the work required for the degree included at least two years of work which should be credited towards the arts degree,' and announced that since only an amendment to the Association's by-laws could compass this rather radical departure from tradition, she gave notice that action upon it would be asked at the biennial convention to be held at St. Louis the next year (1919). Miss Reilly's recommendation is especially significant in view of the tremendous impetus which the advancement of science had given to the development of technical courses for men and for women also, especially in the state universities. Already thoughtful people were wondering if these tax-supported institutions were not by way of becoming aggregations of vocational and technical schools, which might conceivably leave courses which were like the old 'humanities' curricula almost entirely to the privately endowed institutions. The recommendation from her committee which Miss Reilly made, represented then and represents now a salvaging of two years of the broader courses in the interest of larger intellectual resources for the student, at the same time that it took cognizance of the necessity which underlay present-day conditions.

When, in 1919, F. Louise Nardin became chairman, the committee was in close touch with still another organization, of which Dr. Samuel P. Capen was the able director. He and his assistants felt that the regional rating agencies which had grown up in the several sections of the United States, while not uniform, were nevertheless at their best excellent aids to such work as that which the A.C.A. committee had in hand. Those especially recommended by the American Council on Education were the list of the University of California (which was composed of many schools and

colleges up and down the Pacific Coast, and was not confined to California alone); that of the North Central Association of Colleges and Secondary Schools; that of the Southern States; and that of the Association of the Middle States and Maryland. By this time it was clear that the list of the Association of American Universities was not wholly useful to the A.C.A., so that, while it was still consulted, it was not used without other aids.

Furthermore, in 1920 the A.C.A. appointed, at the request of Miss Nardin's committee, four sub-committees which made their reports in 1921, all of which were concerned with some aspect of technical or professional education.¹ At the convention of 1921, following the reports of these sub-committees, the Association (now become the American Association of University Women) adopted the policy of not undertaking independently the work of formulating standards for any type of technical or professional education, but instead decided to urge that each type create within its own field some agency which by its intimate knowledge of its own problems would be far better able to do the work of standardizing and rating for its group than could any other organization or agency.² When such a

¹ These committees were one on medical schools, one on technical schools, one on law schools, and one on library schools.

² The Sub-Committee on Teachers' Colleges, appointed in 1925, reported to the 1929 Convention, which then voted that teachers' colleges would be eligible to apply for membership 'when the Association of Teachers' Colleges provides a list of institutions which meet all of its own requirements unconditionally.' The Sub-Committee on Law Schools never officially reported to a convention. After going into the matter, it discovered that there were only ten law schools on the list of the American Bar Association which were not on the approved list of the A.A.U.W. and four of these are for men only. This left only six schools to be studied by the committee. The Committee on Law Schools reported its findings, as related above, to the National Committee on Recognition in the spring of 1928. The chairman of the National Committee in her report to the Board the following May requested that the Sub-Committee on Law Schools be dissolved because there apparently was nothing for it to do.

group was ready to offer an approved list together with a summary of the standards by which the list had been prepared, the Committee on Recognition of Colleges and Universities of the American Association of University Women would then decide whether to recommend the technical or professional schools so listed to be approved for membership in the A.A.U.W., provided, of course, that any institution so recommended should in addition to all other attainments have met also the special requirements which for the whole of its existence the A.C.A. had maintained. Miss Nardin then announced that the Association of American Medical Schools had an accredited list, as had also the American Association of Library Schools, both of which required for acceptance on these lists more than two years of liberal college work in an approved college as prerequisite to professional training in their respective fields. For the four years, 1919-23, the committee made an intensive and far-reaching study of its bases for action, at the same time that it was considering a large list of institutions which had for a longer or shorter time been knocking at the Association's door. Its work was further complicated by the fact that when, in 1921, the Southern Association of College Women became an integral part of the Association of Collegiate Alumnae, it was agreed that the national membership of the American Association of University Women (the new name of the enlarged organization) should include all individual members of the Southern Association of College Women and of the Association of Collegiate Alumnae in the region of the Southern States who were in good standing in 1921, as well as graduates within the next three or five years from institutions now on the list of the S.A.C.W. which, while not now on the list of the A.C.A., yet in the opinion of the Recognition Committee [of the S.A.C.W.]... will soon come under the purview of the Recognition Committee of the new organization. Furthermore, the Southern group asked permission to keep for a time at least, a sectional Committee on

Recognition, and this request the national organization was only too glad to grant. Following this action, Committees on Recognition of Colleges and Universities in each of the ten sections of the A.A.U.W. were arranged for, these committees to have only recommending power, recommendations not to become in any way effective unless endorsed by the National Committee on Recognition and voted by the Association as a whole.¹ The work of the national committee was summarized in a bulletin entitled 'Information Concerning Institutional Membership in the American Association of University Women,' issued in 1924, in which, in addition to other information, there was included a series of questions which any institution desiring consideration as to its possible inclusion in the A.A.U.W. list of members must answer to the satisfaction of the sectional and national committees on recognition, before recommendation would be made to the Association for final action. The bulletin was in reality the epitome of the experience and policy of forty-three years, and was thus a most valuable contribution to the history of women's education in the United States.

In the 1924 report for her committee, Miss Nardin recommended to the Association the admission of ten institutions of the liberal arts type, and two technical colleges — Kansas Agricultural College and Oregon Agricultural College — which had no school of liberal arts nor did either confer the A.B. degree. 'In recommending colleges of this type,' said Miss Nardin, 'the committee is aware that it is adopting a new policy,' yet she felt sure that in studying these technical colleges, her committee was carrying out the expressed desire of the Association. Her résumé has served to guide later committees, and so may well be given at length:

The committee has borne in mind as it studied institutions of this type that our Association stands for a large liberal element in each

¹ This plan was in 1929 abandoned, and a sectional adviser to the Committee on Membership substituted for the committee provided in 1921. See Chapter XXV, p. 323.

curriculum for women. It has been aware that the test of liberal subjects previously quoted in this report cannot be applied to these colleges. The possibility of a vocational slant to a course liberal in name is plain. Furthermore, even the growing desire to include liberal subjects in a vocational curriculum may seek gratification in two ways, only one of which agrees with the policy held by this Association. The curriculum may require very small amounts of many liberal subjects, each unit being too small to function in the student's education as would the ampler units which are required by colleges of liberal arts. Where the college of liberal arts is the strongest division of an institution both in variety of courses offered and in number of students enrolled, free electives by students in technical and professional schools tend to be chosen from liberal courses. This liberalizing tendency is of course lacking in such institutions as are under consideration. All these considerations indicate the necessity for particular care on the part of the committee to make sure that the liberal elements are present in the curricula. After careful study the committee submits to the Convention a recommendation concerning two of these technical colleges, and recommends for national membership:

Kansas Agricultural College, Manhattan, Kansas and
Oregon Agricultural College, Corvallis, Oregon.

As has been said, the situation had been rendered more complex by the inclusion of the Southern Association of College Women, with their list of members not yet ready in their judgment for full recognition by the A.A.U.W. But that the problem was working itself out was evident from two other recommendations made by Miss Nardin for her committee. These were:

1. The committee with advice from the Committee on Recognition of the Southeast Central Section, recommends that the University of Tennessee, Knoxville, Tennessee, be removed from probationary status and be given full national membership in this Association.

2. The committee makes a final recommendation on advice from the delegates representing the South Atlantic and the Southeast Central sections:

Action taken by the Association to end the probationary period of an institution shall remove also the date limit for eligibility of graduates and shall make all graduates of the institution holding approved degrees eligible for national membership. This action

shall apply to institutions which the Association has previously removed from probationary status.

In 1925, the committee went one step farther in the matter of recommending to membership in the Association the technical college pure and simple, and asked the convention of that year to give instructions to its committee by voting yes or no upon the admission of two colleges, which, while standing forth as technical colleges, nevertheless in the opinion of the chairman and her colleagues, 'conserved, not grudgingly but willingly, the requisite liberal elements'; Margaret Morrison Carnegie College for Women of Carnegie Institute (Pittsburgh, Pennsylvania) and Simmons College (Boston, Massachusetts). These institutions the convention accepted, and thus was the work of the committee again extended and broadened.

When in 1930 a new bulletin was issued containing the names of the one hundred and ninety-four colleges and universities in the United States,¹ on the accepted list of the A.A.U.W., there was also published the list of universities outside the United States which had been approved by the International Federation of University Women. This list comprised three hundred and eighteen institutions in twenty-eight countries whose degrees (with in some cases special conditions attached) entitled their holders to membership in the Federation of University Women of their own countries, and by virtue of this fact, to membership in the International Federation of University Women. One can readily comprehend what tremendous tasks these lists represent, and that that of the United States was longer and

¹ The list also included six Southern colleges whose women graduates with approved degrees from these institutions (which were recognized by the Southern Association of College Women, but had not yet completely met the requirements of the American Association of University Women) might for a probationary period of four years, beginning in 1927, be eligible for national membership in A.A.U.W. At the end of the probationary period, those institutions which had not fully qualified would be dropped and their graduates no longer entitled to apply for national membership. See Appendix, pp. 429-34.

larger than that of any other country means that the fifty years' work of the committees of the A.C.A., S.A.C.W., and A.A.U.W. has been a labor of incredible magnitude requiring skill, judgment, knowledge, and great devotion. It is without surprise, therefore, that we find provision made in 1927 for a salaried secretary for the Committee on Recognition, whose task it should be to do the routine work for the committee, and especially to keep in touch with the sectional committees which were to make the first investigation of institutions not yet ready to become members of A.A.U.W., and with the International Federation of University Women.

One of the first recommendations made in 1929 was a proposal to return to the Association of American Universities as a rating agency, since it had been found that that body had devised adequate facilities for prompt action, as well as for judging applying institutions by uniform standards. The committee recommended twenty-seven institutions for acceptance as institutional members, and announced that one of the seven colleges (former members of the S.A.C.W.), which had been given until 1931 to conform to the standard of A.A.U.W., had cheerfully and fully met the new standards. Thus the membership of A.A.U.W., at the end of its half-century is one hundred and ninety-four institutions in this country, as over against eight whose representatives met on November 8, 1881, to form the Association of Collegiate Alumnæ. These one hundred and ninety-four institutions have brought in thousands of members — more than thirty-five thousand at the half-century as over against the seventeen who met in Boston in 1881.

The change in name from 'Committee on Recognition of Colleges and Universities' to 'Committee on Membership' — a change in the interests of simplicity and clarity of language — took place in 1929 and was a happy revision. The tasks of the committee remained unchanged, however, and thus the committee under its fourth name is the most important of all standing committees of the Association.

But it is not wholly by numbers that the work of half a century is to be judged. It is impossible to estimate what material and intellectual advantages for women in colleges and universities have been secured as a result of the honesty, frankness, fearlessness, and fairness of the committees working North and South, East and West, in the interests of higher education. A dormitory here, a women's building there, a dean of women finally secured, women asked to sit on boards of regents and trustees, a more nearly equal salary schedule for men and women, a better chance of promotion to a position beyond that of instructor, a more cordial attitude toward women students, a chance to present facts concerning needs of women students to legislatures and state governors — all these things have been brought about in some case or in some place by the committees on institutional membership of the A.C.A., the S.A.C.W., and the A.A.U.W. One case will illustrate many. Years ago, the University of Cincinnati — one of the first municipal universities in the United States — was under consideration for inclusion in the A.C.A. list. The two authors of this history were then on the Committee on Recognition of the A.C.A., the one as chairman and the other as a committee member. Never will they forget the session of this committee at which the late Dr. Emilie Watts McVea (at that time dean of women in the University of Cincinnati and later president of Sweet Briar College) appeared. After ascertaining that the institution had met all requirements save that of a woman's building, she said:

I beg you not to admit us without the building. Hundreds of girls are coming to us to-day and hundreds more will come in the future. There is not at present a single hook upon which a girl may hang up her hat, not a single locker where she may leave her load of books, not a single table in a sunny room where she may eat her luncheon, not a cot or a couch where she may lie down when she is ill, not a bit of apparatus by which her body may be trained and strengthened. Keep us out, and we can have a lever by which to secure these things. Take us in, and it may be years before we get them. I beg you not to accept us, and to give me a letter telling me why!

In three months there came to the office of the Dean of Women in Lathrop Hall, the women's building in the University of Wisconsin, a distinguished gentleman from Cincinnati who was a trustee of the university in his city. He explained that he was 'on tour,' so to speak, to find the best possible sort of building for the women students of his institution. 'It is a shame,' said he, 'that the trustees have delayed so long. The Association of Collegiate Alumnae will not accept our university, they tell us, till such provision has been made. They are right to throw down the gantlet to us. The building will be ready within the year' — and it was. And the University of Cincinnati has been for nearly twenty years a devoted member of the Association.

An instance from the South would make dramatic reading, when an enraged principal of a bogus school threatened to shoot the late Elizabeth Avery Colton, president of the Southern Association of College Women and chairman of its Committee on Standards, and thrust his hand into his pocket apparently to make his threat good. Miss Colton looked calmly at him; he dropped his eyes and retired before her steady, honest gaze. Shortly afterward he closed his so-called college.

But imponderables are often the most valuable and significant factors in a history, and so it is with this one. The earliest rating agency in the country, the A.C.A. and the A.A.U.W., is also the one longest in continuous existence. It may be that its greatest work in this direction has been done. But machinery has been set in motion which will for long be valuable, not only for the higher education of women, but for the cause of college and university education as a whole, both here and abroad. The Association has followed the progress of women's education in this country — preparatory, collegiate, post-graduate, in liberal arts, and in technical courses — and has been ready to move forward as conditions have changed. But its standards have never been cheapened and one has only to read its history to believe in its fairness and integrity of purpose.

CHAPTER VII

EXPANSION BY THE ADMISSION OF BRANCHES :

It will be remembered that on October 25, 1884, the Association added an article to its constitution which provided for the forming of separate units of the parent organization to be called branch associations, or branches as one speaks of them to-day. The conditions upon which branches might be formed were not onerous, the first and fundamental provision being that 'they shall coöperate with the Association of Collegiate Alumnæ in its general work while carrying on independent local work.' Regular membership was, of course, limited to graduates eligible to membership in the A.C.A., the president was to be *ex-officio* a vice-president of the general Association, while the recording secretary was to be *ex-officio* a corresponding secretary. The by-laws of the branches were to be of their own making, provided they conformed to the few rules thus made.

By the adoption of this article the Association of Collegiate Alumnæ embarked upon a policy of expansion as far-reaching in its way as the adoption in the Federal Constitution of the provision for new States. No limits were set by the A.C.A. upon its growth save that the branches must be accepted by the parent Association, which would, of course, accept branches whose members were graduates of the colleges and universities on the list of accepted institutions of the A.C.A. itself. Moreover, the members must have degrees which were of the quality which the Association accepted — B.S., B.A., M.S., M.A., etc. Thus the policy which through half a century has been followed was clearly thought out and applied with courage from the very beginning. Individuals are members of the Association, but they become members by virtue of the acceptance of their

* See Chapter II for a further account of the beginnings of the branches.

Alma Mater by the national organization and by virtue of a degree which they themselves must hold. That at a later time associate members who had not completed a course of study, but who had entered upon one which had been carried for one or two years in an institution which belonged to the Association should be admitted in limited numbers does not violate the underlying conditions.

At the same meeting of the Association of Collegiate Alumnae at which the article providing for branches was accepted, a communication was read, signed by Emma S. Atkinson, Gertrude B. Darwin, and Marie D. Elliot, asking that alumnae residing in Washington and Baltimore be recognized as a branch society to be known as the 'Washington Branch of the Association of Collegiate Alumnae,' with Lydia M. Dame as first president. It was thereupon unanimously voted by the A.C.A. that the proposed organization be recognized as a branch upon its accepting the article just adopted. Thus the Washington Branch was the first regularly constituted local group exactly like the branches we have to-day. The second of such branches was the New York City Branch which dates its founding from January, 1886. The third branch was the so-called Pacific Branch, later called the California Branch, and now for a number of years the San Francisco Bay Branch. The fourth branch was that of Philadelphia, organized in May, 1886, and the fifth was that of Boston, October, 1886. In 1889, the Western Association was incorporated into the Association of Collegiate Alumnae. At the same meeting three new branches became members of the Association of Collegiate Alumnae — Chicago, Minnesota (comprising Minneapolis and St. Paul and the surrounding region), and the Central New York Branch with its headquarters in Syracuse. The Detroit Branch was accepted in 1890, as was the Western New York Branch (at Buffalo), the Indiana Branch (at Indianapolis), and the Eastern New York Branch (at Albany). In 1891, the Ohio Branch was formed at Cleveland, in the

following year the Rhode Island, Connecticut, and Los Angeles Branches, while the year of the World's Fair (1893) saw the Kansas City and the St. Louis Branches accepted. In 1895 came the Pittsburgh Branch, in 1896 the Milwaukee Branch, in 1898 the Colorado Branch (at Denver), in 1899 the Virginia Branch, and 1900 saw the Southern New York Branch (at Binghamton) and the Nebraska Branch added to the group. At the Quarter-Centennial in 1907 there had been added since 1900 the following branches: Ann Arbor, Central Illinois (Urbana-Champaign), Des Moines, Columbus (Ohio), Seattle, Oregon (later called the Portland Branch), Kansas, Omaha, Tacoma, Ohio Valley (later the Cincinnati Branch), and Central Missouri at Columbia — eleven in all. There were thus at the Quarter-Centennial thirty-five branches of the Association. At the Semi-Centennial there will be more than five hundred.

THE WASHINGTON BRANCH

It would seem worth while to give a brief account of the early years of those branches which in the first decade of the Association's history began the pioneer work of branch organizations. Although the group in Philadelphia considered organization first, it is the Washington Branch in the District of Columbia which has the honor of being the oldest pioneer. In 1924, this branch had its fortieth birthday and held a meeting of unusual character, where there was reproduced the first meeting of the branch with its constitution to be adopted, its election of officers, its plans for future work, and a reading by a pseudo-Miss Atkinson of a part of her paper on 'The Relation Between the Home and the College.' It was assumed that the first meeting of the branch was held on the day of its recognition by the A.C.A., and those who belonged to a later day — the members who became for the moment the ten *alumnæ* of forty years before — had met to begin the work which even at the end of forty years was not finished.

Almost at once after its formation the Washington Branch inaugurated three study groups — one in political science to deal especially with socialism, the second group to read Latin at sight, and the third group to study living English authors. The first group presented a lecture course with the Honorable Carroll D. Wright, then Director of the United States Bureau of Labor, as one of their speakers. The records of the branch show that both for these groups and for its general meetings it was most fortunate in the distinguished men and women who spoke either for the groups or under their auspices.

Almost immediately after its organization, the Executive Committee of the branch proposed 'Occupations for Women' as the field of investigation and research for the coming year. Each member was to make a special study of one of the following subdivisions: nursing, cooking, decorative art, house-furnishing, architecture, telegraphy, typewriting, stenography, wood-carving, engraving, printing, designing, cataloguing, sanitary plumbing, horticulture, raising of small fruits, pharmacy, bee and silkworm culture, boarding and room furnishing; in professions, theology, law, medicine, authorship, journalism, bookkeeping; in the field of teaching, school supervision, professorships, school methods, special departments, kindergarten, common schools, and general academies; while in the realm of the arts, stage and platform, draughting, artistic dressmaking, painting, and music (piano-tuners) were listed as subjects of research. The points to be particularly considered were talent, preliminary education, special training, how and where obtained, demand, remuneration, advantages, disadvantages. In this study they asked for assistance by any member of the A.C.A. The following year, 1887, there was a report of progress with the hope that results in the form of a treatise might later be published. This project is given in full as one of the most prophetic ones inaugurated by any of the early branches.

An outstanding activity of the Washington Branch was a sanitary inspection of the public schools, an undertaking carried on in 1899 with another local organization. The report of this inspection was printed by the Government as a public document. The conditions which then existed in the public schools of the District of Columbia were perhaps no worse than in other cities, but the value of the endeavor which this report represented, that of bringing facts before the Senate and the House of Representatives in order that an investigation might result in lessening the dangers in the spread of infectious diseases, could hardly be overestimated. The Washington Branch took a pardonable pride in this pioneer achievement.

THE NEW YORK BRANCH

The second branch of the Association, that in New York City, has had, like many branches, from the outset a twofold program — that of carrying on educational work and that of providing social contacts for its members. The New York Branch not only from the moment of its founding in January, 1886, coöperated with the National Association in all its educational work, but also kept a close watch on the school situation in New York City and in the State so far as the Legislature at Albany could affect the schools. The branch worked in coöperation with the innumerable organizations which as the years went on came into being, taking over much of the work which in other cities was sponsored or furthered by the branches of the Association. In 1886, the New York Branch not only submitted a plan for sections which should meet more frequently than the branch itself, but also provided that two clubs should at once be formed — one for the study of political and social science, the other to consider educational work. In 1889-90, the branch contributed books to form the nucleus of the College Settlement library, thus signifying a broadening interest in adult education and constructive social welfare work.

THE SAN FRANCISCO BAY BRANCH

The third branch of the Association was on the Pacific Coast, at the greatest distance from the Boston headquarters. Marion Talbot, then secretary of the A.C.A., wrote in 1885 to her friend Sarah Dix Hamlin, of San Francisco, asking whether a branch could not be organized in California. Millicent W. Shinn, then editor of the *Overland Monthly* and later known to every member of the A.C.A. as the chairman of the Committee on Child Study,¹ offered her office for an informal discussion of the advisability of forming a branch. In October, 1885, representatives of Vassar College, the Universities of Michigan and California, and Cornell University met and completed the organization. The group took the name 'The Pacific Association of Collegiate Alumnae.' The new branch began at once to work for the admission of the University of California to membership in the Association. This state university was accepted in 1886. In the original by-laws of the branch, it was stated that 'all members of the Association stand ready to help, as they may find themselves able, in investigations regarding, and in efforts to extend and improve, the collegiate education of women; and it shall be part of the regular duties of the Executive Committee to plan for and direct such investigation and efforts at their discretion.... Other educational work may be carried on by voluntary groups, by committees coöperating under guidance of the Executive Committee or by any other systematic method that may meet the needs of the Association; but all such results are to be strictly reported to the Association.' These corner-stones of the branch have always been retained. In many matters it has been rightly said that the San Francisco Branch 'has run ahead of its mother, but the wisdom of its choice and the far-sightedness of its vision have been attested by the fact that all its pioneer ventures have since been incorporated in the national program of educational work.'

¹ See Chapter XII.

Engaged at first with the more restricted task of securing opportunities for women in colleges, and a little later with the appointment of a dean of women at the University of California who should have proper academic standing, the branch soon moved forward to a larger study of modern trends in education and the problems of adequate financing of school systems. It was the Pacific Branch that established the first bureau of education for the Pacific Coast and in the second year of its history participated in the organization of the Associated Charities of San Francisco. One of its early tasks was the petitioning for the appointment of a woman physician as examiner at the state university, thus making the gymnasium available to young women students. The appointment of Mrs. Phœbe A. Hearst to be the first woman regent of the University of California was due to the efforts of the branch, as was the appointment of the first woman member of the San Francisco Board of Education. The first school playground in San Francisco was established and conducted under the supervision of Emma L. Noonan, a member for many years of the San Francisco Branch, who then taught in a tenement-house district. The branch assisted with a survey of housing conditions in San Francisco in 1908 and 1909, and brought Ellen H. Richards to the University of California summer session for a course in home economics with the result that home economics courses were offered at the University of California.

The interest in philanthropies which has been perhaps the outstanding achievement of the Pacific Branch — of the San Francisco Bay Branch as it is known to-day — began in 1889 with a piece of original work by Millicent W. Shinn on the programs and achievements of the various philanthropic societies then in existence in San Francisco. The Settlement Association of San Francisco and the first social settlement upon the Pacific Coast were the work of this branch. In 1889 and 1890, the branch reported itself as standing back of one of the earliest educational bureaus — that conducted

by May S. Cheney, a member of the branch, whose ideal was a higher standard for the preparatory schools of California and for the teaching staff of those schools.

THE PHILADELPHIA BRANCH

The Philadelphia Branch of the Association was not organized until May, 1886, although the first inquiries about the possibility of becoming a branch were made in 1882. When, in 1887, the branch made its first report, it told of two clubs already formed, one for sight translation of the classics and one for study in social science. In 1889, the social science club reported itself as studying the works of Mill, Ingram, and Blanqué. Every member of this particular club was listed in the University of Pennsylvania Catalogue as a matriculate in courses for the degree of Doctor of Philosophy. A third group had meantime been organized to study Anglo-Saxon prose, and to this English Club, as it was called, so-called associate members were received who did not belong to the A.C.A.

In 1889 and 1890, the branch reported a teachers' bureau as one of its projects, a forerunner of the Bureau of Occupations in which a number of years later the branch and the Philadelphia College Club became interested. A few years later, the Philadelphia Branch reported continuing an effort already begun to establish a free library in Philadelphia, and a project for 'ingrafting as a part of the public school system a course for girls preparatory to college.' Both these projects were by 1895 accepted, whereupon the branch set itself to study the treatment and provision for defective children in the public schools of other cities with a view to improvement in the conditions for these children existing in Philadelphia.

THE BOSTON BRANCH

Although the A.C.A. was organized in Boston and for a number of years maintained its headquarters in that city,

no branch was formed there until 1886. As branches were formed in Washington, New York, and Philadelphia, and it was clear that the Association had the possibility of becoming nation-wide, twenty-one members of the A.C.A., who lived in and near Boston, made in June, 1886, a journey to the woods of Jamaica Plain, where, at a basket picnic, they made plans for the foundation of a Boston Branch as such. On October 2, 1886, a more formal meeting was held in Boston and the group was definitely organized as the Boston Branch of the Association of Collegiate Alumnæ. A constitution was adopted, officers elected, and the first president, Lucy A. Shannon, took the helm. In the forty-four years since that October day Mrs. Shannon has had twenty successors.

From the first the Boston Branch was a working body, organized for serious purposes. Its earliest committees were for study on the part of groups of members of such subjects as modern fiction, sight-reading in Greek, and political science. There was some attempt at establishing a local bureau of collegiate information, and at the compilation of health statistics as regards both alumnæ and non-college women.

Definitely organized committee work developed in 1890, although in 1887 a movement had begun toward investigating health conditions, deplorable at that time, in the Boston public schools; and a committee of four had been appointed to confer with the School Board of the city. This enterprise, the most serious and scholarly undertaking of the branch in its early years, covered a number of seasons; and the fine public service it rendered brought the branch its first real fame. In 1894, a special committee of five, under the chairmanship of Mrs. Alice Upton Pearmain, was formed to investigate such matters as light, heat, ventilation, sanitation, and cleanliness in the schoolhouses. The annual report of the branch secretary for 1895 says: 'This committee was formed with no idea of sweeping all before us — though sweeping is a matter dear to our hearts.' (The period, it may be observed, was still in that 'mauve decade' where sweeping was still part of women's work!) This committee aimed rather to be helpful to the schools, 'to work,' continues the report, 'in harmony with all concerned, enlightening the taxpayers as to the conditions in the schools they were supporting, and arousing the intelligent interest of the community.' This committee was

assisted by volunteer workers from the branch, and finally completed its labors in coöperation with Mayor Quincy and a committee of experts.

The effort resulted in a vast reform in health conditions and administration of the schools; in a new appropriation for schoolhouse improvement, in an increasingly active legislative committee for the reorganization of the school system, together with an intelligent agitation in the community on behalf of the schools and in the choice of the School Committee. So successful and valuable was the work, that in 1897, a similar campaign of sanitary reform was instituted in Philadelphia by the local Health Protection Association, and many other cities and towns throughout the country copied the example and methods of the Boston Branch in school sanitation and related problems.

One of the early investigations of the branch was proposed by Alice Freeman Palmer — a scientific investigation of the problems of domestic service. The study group which was thereupon formed proceeded on an outline supplied by an authority on the subject — Professor Lucy M. Salmon, of Vassar College. The work later evolved into the Home Economics Committee, where, under the skilled direction of Ellen H. Richards, it carried on a wider program on behalf of the pure food movement and scientific household management. This early program perhaps bore fruit when during the war the branch maintained the Liberty Bread Shop in Boston, and the Hostess House on Cape Cod. Another significant study of those early days was that of a committee, headed by Mary A. White, of Brookline, an investigation of conditions in public laundries. This investigation led not only to a widespread improvement in laundry standards in general, but, even more interestingly, to the establishment by Miss White herself of the highly successful Sunshine Laundry in Brookline.

CENTRAL NEW YORK BRANCH

The Central New York Branch situated in Syracuse, New York, was founded on January 8, 1889. In presenting its history, the historian has submitted the resolution adopted

by the branch when the request was made of it for a statement of its outstanding achievement:

It has brought together and united women who have had similar education, but who have come from different educational centers; whose interests are so varied that they might otherwise never have come in contact; and thus brought about the inspiration of friendship and the possibility of the enlargement and carrying on of ideals of the educational world.

Beginning with educational work, the Central New York Branch in its earlier years worked through three committees; the first a municipal committee working directly with the City Council of Women's Clubs; the Educational Committee; and the Philanthropic Committee. The Municipal Committee was engaged in various kinds of civic work, holding itself in readiness to assist any project which the central organization of women's clubs at Syracuse should launch. The Educational Committee engaged in a campaign for manual training and for teaching of sewing and cooking in the public schools. It was also an early worker for playgrounds and better sites for the newer school buildings, and associated itself with the needs of the children when a park and playground commission for the city of Syracuse was appointed. The Philanthropic Committee for years interested itself in conditions surrounding child labor of boys or girls.

THE MINNESOTA BRANCH

The Minnesota Branch, which at first comprised members from Minneapolis and St. Paul, was organized in March, 1889, with Frona M. Brooks as president and Alice V. Ames¹ as secretary *pro tem*. Mary Harriman Severance was a member of the committee at once appointed to provide a constitution. Associated with these three were five other alumnæ of four of the accredited colleges of the Association, Vassar, Smith, Wellesley, and the University of Michigan.

¹ Now Mrs. Thomas G. Winter.

It was certainly a pioneer group who, finding themselves far from their own colleges, nevertheless desired 'to express in their contacts with the community a sound reason for the existence of the college training which they had received.' All eight of the founders were recently graduated, and with the memory of their college days vivid in their minds they decided at once to form four study groups, one each in German, Latin, history, and social science. It was decided to hold monthly meetings alternately in St. Paul and Minneapolis with a program of practical educational work partly in coöperation with the national organization and partly for local purposes. To keep its original object clearly before the members, a paragraph stating that the branch stood for practical educational work was for many years placed upon the first page of the yearbook. Through the years many subjects of study appear in the records, with many speakers of distinction on the programs. From 1890, when the branch formed its first committee for the Fellowship Fund of the A.C.A., the branch has continued to support the fellowship project to the present day. Dorothy B. Atkinson, a former president of the Minneapolis Branch, is now the officer of the A.A.U.W. in charge of the Million Dollar Fellowship Fund campaign.

It was not until 1897 that the University of Minnesota was admitted to the A.C.A. as an accredited college, and a few years later, with the possibility of a wider membership which the acceptance of the state university made possible, a reorganization of the branch took place and the Minneapolis College Club came into existence. In 1909, St. Paul members formed a college club in their own city where they might be of more service to their members and to the community than through an organization serving the two cities. Since many of the St. Paul members were included in the early roster of the Minneapolis Branch, they too may be considered pioneers in the Northwest for the Association of Collegiate Alumnae.

In the Minnesota Branch there was a continuous pioneer program of projects undertaken first by the branch, and when its work has been proved, each plan has been turned over to an organization better adapted to carry it on to a larger work. For example, the branch in 1891 inaugurated university extension courses in Duluth and in Minneapolis. These courses in history and English literature were given until 1893 when it was voted to hand the extension work over to the University of Minnesota. An extensive study of sanitation, plumbing, and lighting in the public schools, which was carried on over a period of years, resulted not only in coöperation with the bacteriology department of the University of Minnesota, but also in an entire reorganization of the sanitary program of the city board of education. The Minnesota Branch brought Florence Kelley to speak before various meetings, with the result that a Minnesota Consumers' League was formed.

THE CHICAGO BRANCH

The Chicago Branch began its work in the city where the Western Association of Collegiate Alumnae had from 1884 to 1889 carried on its distinguished program.¹ When this Western group was merged with the A.C.A., the members residing in Illinois assembled in May, 1889, on the call of Mrs. Helmer,² state director of the A.C.A. for Illinois, and organized the Chicago Branch, which thereby became the eighth branch of the Association of Collegiate Alumnae. When in 1917 Marion Talbot, as chairman of a committee appointed to prepare a history of the branch, published the results of the investigation, she said:

Throughout the whole period... there is a continuous record of discussions and action relating to the following matters:

I. Place of meeting.

¹ See Chapter IV.

² Mrs. Helmer was one of the early holders of the degree of Bachelor of Laws, as was her mother, Mrs. Myra Bradwell, before her.

2. Character of meetings.
3. Methods of increasing membership.
4. Means of securing funds and filling a depleted treasury.
5. Changes in the constitution.
6. Relations to the National Association.
7. Development of social features.
8. Means of carrying on effective educational work.
9. Form of publications.
10. Arrangements for meetings of the National Association.
11. Methods of interesting women graduating from colleges in the Association.
12. Coöperation with the committees of the Association and its Branches in special lines of work.

One of the earliest interests of the Chicago Branch was the maintenance of the fellowships of the Association. This interest through the years was undoubtedly due partly to the inheritance through the Western A.C.A. of the project first sponsored by that organization, but also to the fact that Bessie Bradwell Helmer was for many years the chairman of the A.C.A. Committee on Fellowships and an active member of the branch throughout that time. When Alice Freeman Palmer came to the reorganized University of Chicago in 1892 as advisory dean of women, together with Marion Talbot, the interest of these two members greatly stimulated the interest of the branch in the maintenance of fellowships.

A second interest which has been continuous from the earliest days of the branch is social work.

In the records of the first annual meeting, held November 3, 1889, appears for the first time the name of Jane Addams, of Hull House. 'A committee of three ladies was appointed to communicate with Miss Addams and ask in what way the Association could be of assistance to her.' In February, 1890, this committee reported that Miss Addams wished a resident alumna to assist in her work. In May, Miss Addams was present by invitation and 'gave an exhaustive account of her work with Miss Starr with the poor people in South Halsted Street.' In November, 1890, it was proposed that the branch should support a resident, but it was not until February, 1893, that formal action was taken, and in March, 1893, Miss Julia

C. Lathrop was appointed as the Hull House fellow. Miss Jeannette C. Welch held the fellowship for the year 1893-94.

Florence Kelley was another factor in the interest of the branch in social service.

In December, 1893, Mrs. Florence Kelley, of Hull House, chief inspector of factories in the State of Illinois, spoke on the 'Formation of a Purchasers' League to Protect Women and Children.' A committee of three was appointed to confer with other committees in regard to the formation of such a league. The records show little of what action was taken until 1897, when, under the leadership of Mrs. Jane E. Smoot, the work organized by the joint committee was developed, and on December 18th, the provisions of a constitution for the Illinois Consumers' League were presented and the Branch expressed its approval of the formation of such a League.

THE DETROIT BRANCH

The Detroit Branch of the A.C.A. is the mother branch of Michigan. The Western Association of Collegiate Alumnae met in Ann Arbor in 1888, and as a result of that meeting the present Detroit Branch was, early in 1889, organized, with residents of Detroit and Ann Arbor as its first members. The first president, Maria Dickinson McGraw, was the first recipient of a diploma from Vassar College. Among the charter members were three other early graduates from Vassar — Harriette Warner Bishop, Helen Warner, and Martha Warner. The vice-president of the newly formed branch was Lizzie Parker McCollester, of Smith College, while Fannie Mulliken Thompson and Mary Thompson Stevens, both graduates of the University of Michigan, were, respectively, secretary and treasurer. 'The original purpose of the organization was to bring college women together for social intercourse and for united activity in educational affairs. With the increasing development of women's interests, the scope of the branch has broadened to include participation in civic, national and international movements.'

Early in its history the branch began the interest which

it has always maintained in the women students of the University of Michigan. At first in 1891-92 the branch raised money for the Barbour Gymnasium at the University and gave encouragement and assistance in the formation of the Women's League, which is the self-government association of the women students. From its earliest years the Detroit Branch has had a loan scholarship fund of five hundred dollars which has been administered since its foundation by Harriette Warner Bishop, one of the charter members of the branch. One of the first fellows of the Association of Collegiate Alumnae was Ruth Gentry, a graduate of the University of Michigan and a member of the Detroit Branch.

In its early years the Detroit Branch became interested in social problems. In the fall of 1893, a large meeting was held to consider a woman's reformatory for the State of Michigan. At intervals ever since, the branch has sponsored a movement looking toward such an accomplishment, but Michigan is still without a woman's reformatory in spite of all the agitation for it. The Juvenile Court in Detroit owes the initiation of an agitation for it to the Detroit Branch, as does the social settlement work in the city. The historian of the Detroit Branch asks, 'Did somebody think child study is a recent development in the A.C.A. and elsewhere?' and follows this question with the list of study groups formed in the early nineties for reading French and German, in 1899 for child study, and in later years for civics and equal suffrage. The Child Study Committee of 1899 and the years following coöperated with Dr. Millicent Shinn and the results of their reports and photographs were incorporated in her classic work.

In 1902, the Ann Arbor Branch split off from the Detroit Branch and has since that time had an independent existence. But all branches in Michigan realize that the early course of the Detroit Branch, with its members from both Detroit and Ann Arbor, blazed the trail to to-day's significant achievements.

THE WESTERN NEW YORK BRANCH

In October, 1889, in Buffalo, New York, the Association of Collegiate Alumnae and the Western Association of Collegiate Alumnae met, the latter organization merging with the former. At the time of this meeting, Mrs. George Townsend, president of the Buffalo Women's Educational and Industrial Union, called upon the college women of the city to assist her in entertaining the combined meeting. There were at that time only eight college women eligible to membership in the Association of Collegiate Alumnae and of these eight, only three had gone to college from the city of Buffalo. With the meeting of this little group, the Western New York, now the Buffalo, Branch of the A.C.A. began its history. The five who attended the first meeting were Harriet Ransom Milinowski, Lena Hill Severance, Mary M. Wardwell, Maude Austin, and Ella C. Lapham. This group became the officers of the Association, with the exception of Mrs. Severance, who became shortly the chairman of the Committee for Educational Legislation. In October, 1890, the officers and eight other members were admitted as a branch to the Association.

The first undertaking of the newly formed branch was to assist in every way the development of the University of Buffalo. Beginning with assistance to the endowment fund, its service has continued throughout the years, not only in the material way of furnishing rest and recreation rooms, but through scholarships and an annual meeting with the branch and the women students together. In 1893 and 1894, 'the work of establishing home libraries in the poorer portions of the city of Buffalo has been continued with encouraging results. Two libraries are now in operation.' Members of the branch visited them regularly once a week, spending an hour or two with the children over the books, and playing games. The Buffalo Branch considers as its outstanding achievement a work begun in 1902 in establishing a college crèche. Early in that year an urgent appeal

was made to the branch by the Charities Society of the city to establish a crèche in a thickly settled part of Buffalo in order that working-women might leave their children under adequate care while they were at work during the day. After considerable deliberation, the branch decided to undertake this work, 'feeling that we could perhaps in no way render a greater service to the city than by giving to some of its needy children an opportunity to develop into healthy useful citizens.' In about three months from the time the crèche was established, eleven hundred dollars had been secured as a result of appeals to the public. A desirable house had been rented and the work had begun with more than a score of children under the care of the crèche. In 1904, the branch reported that sixteen hundred dollars had been raised in the previous year. The branch continued to carry its support until, the need having been adequately demonstrated, the City of Buffalo took over the project and continued its support.

The Buffalo Branch has always given assistance to educational movements and needs, not only in the City of Buffalo, but in the State of New York, and in coöperation with the national organization. The branch assisted in adjusting a scale of salaries in state normal schools, and in 1931 is working for adequate compensation for the teachers in the city schools.

THE INDIANA BRANCH

Like the branches in Detroit and Chicago, the Indiana Branch (now the Indianapolis Branch) was in the beginning closely associated with the history of the Western Association of Collegiate Alumnæ. May Wright Sewall, whose genius was one of the outstanding factors in the Western Association, invited all the women of Indianapolis who were graduates of the colleges eligible to membership in her organization to meet in the fall of 1887. Mrs. Sewall was then president of the Western Association and hoped by this

invitation to establish a branch. Of the many college women who responded to her invitation, only eight were eligible, but working as individuals they assisted Mrs. Sewall throughout her term of office. In November, 1889, through the invitation of Harriet Noble, Professor of English at Butler College, the Indiana Branch of the A.C.A. was organized. Miss Noble was made president, Helen Pearson secretary, and Amelia Waring Platter treasurer, with a Constitution Committee consisting of May Wright Sewall, Mary E. Colgan, and Rose Foster, appointed at the same time. The branch voted at once to contribute to the support of a settlement house at No. 5 Rivington Street, New York (the Five Points Mission) in which the A.C.A. was interested, to help support the fellowships of the Association, and to make university extension its especial work. As a result of the appointment of Mrs. Sewall as chairman of the University Extension Committee, in January, 1891, the Indiana Branch sponsored a course of twelve university extension lectures on economics by Dr. Jeremiah W. Jenks, of Indiana University. This is one of the earliest university extension projects attempted west of the Alleghany Mountains. The Minneapolis Branch inaugurated its courses in the same year.

While the Indiana Branch was interested in university extension, it also took cognizance of the necessity for raising the standard of the high schools of the State and thus raising the standard of Indiana University, DePauw, and other Indiana colleges which were in the nineties of such standard as to be admitted to an organization like the A.C.A. The Committee on Education and Educational Legislation worked vigorously, not only for higher standards, but also for fairer recognition of college graduates in the matter of teachers' licenses and in other educational work. The Indiana Branch throughout those years coöperated with the Child Study Committee, the Fellowships Committee, and many other projects of the National Association. The in-

terest of the Indiana Branch in municipal, state, and national affairs has continued until to-day. The Indiana Branch sponsored the Consumers' League of the State 'and mothered it until it became independent.'

THE CLEVELAND BRANCH

The Ohio Branch was organized in June, 1891, in Cleveland at the suggestion of Susan Wade Peabody. At the first meeting, Professor Emma M. Perkins¹ presided in the absence of Miss Peabody. Alice Freeman Palmer, who was the guest at this opening meeting, gave a brilliant address on 'The Higher Education of Women.' The charter members — leading college women of the city — numbered thirty, but the membership of the branch came from the various towns and cities throughout Northern Ohio, since this first branch in the State was the mother branch for Ohio. Its work has always been as it was at the outset largely educational. Not only have members of the branch been active in educational affairs in the city of Cleveland itself, but have also appeared in Columbus in years when the state legislature was in session, and sponsored better education measures for the entire State. The branch has always been interested in fellowships which it has fostered now and again, and in scholarships and loan funds. It has had an especial interest in the cause of international peace.

From a survey of the work of these early branches, it must be clear to the reader that the early policies of the Association were carried out, not only by the moral support of branch members, but also by specific detailed work in the communities from which the branch drew its membership. From these early beginnings the branches have gone forward

¹ Miss Perkins has been president of the Ohio Branch (now the Cleveland Branch) from the beginning of its history. The Ohio Branch became the Cleveland Branch in 1924.

to larger endeavor, to financial undertakings of no mean sort, and have broadened their interest and the scope of their work almost without exception in order to face squarely the new responsibilities which the later years have brought to the fore.

CHAPTER VIII

THE FIRST RESEARCH PROJECT — HEALTH AND PHYSICAL EDUCATION

It is of especial significance that the first subject which the newly formed Association of Collegiate Alumnæ made an object of study was health and its corollary, physical education. The obstacles which the young women who composed the first group of members of the A.C.A. had met in their insistence upon a college education had been many, but none was more serious than the opinion prevalent well-nigh universally, that young women could not, except at a price physically not worth while, undergo the intellectual strain which their brothers seemed to find no strain at all. In some circles this view was confirmed by the opinion of Dr. E. H. Clarke, a distinguished Boston physician, who declared, in a book called 'Sex in Education,' that 'identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience weeps over. It defies the Roman maxim which physiology has fully justified — *mens sana in corpore sano!*' In spite of the dire prophecies which they heard on every side, these young women, made of stout pioneering stuff, persisted in their contention that the regular life and engrossing interests of college work tended to give greater rather than less physical vigor and proceeded, therefore, to use all means in their power to extend the scope of collegiate education for women.

But these young pioneers were quite cognizant of the fact that in no social group was the physical standard for either men or women what it should be. The day of gymnasiums and departments of physical education, in connection with all sorts of schools from coast to coast and from kindergarten

to university, was still some distance away, and the country club — either as an adjunct to the community life or, as President Wilson once expressed it, 'a substitute for a college' — was as yet not known this side of the Atlantic. Indeed, Vassar College at its opening in 1865 furnished bootjacks as a part of the equipment of the students' rooms, since horseback riding would be almost the only exercise in which refined young women would be likely to indulge. Mild gymnastics or so-called 'calisthenics' of the Delsartian variety or modified Swedish exercises (so-called) were novel even in the public schools in the nineties.¹ But athletics for women, as we now know them, would have horrified the communities of the eighties, and probably have put an irrevocable bar across the door of many of the institutions which, albeit grudgingly, nevertheless did open a crack wide enough to let a few slender young women through. The founders of the A.C.A. believed that college women should be distinguished for their physical as well as for their intellectual development, and set themselves to transform their belief into reality.

With this program in mind, the first topic suggested for serious study — and it is one of the most outstanding events in the fifty years' history of the Association of Collegiate Alumnae — was that of 'physical education.' The first meeting following the ones which had resulted in organization was held in Boston on March 11, 1882, where a paper on the topic 'Physical Education for Women' was presented by Dr. Adaline S. Whitney. The presentation of the paper was followed by a discussion which led to the publication of a circular, giving a schedule of the work done to promote physical education by the different institutions

¹ The State Normal School course at Winona, Minnesota, in 1899 considered the best west of the Mississippi River at that time, gave fifteen minutes a day to Delsartian exercise, and one of the authors of this book was considered very forward-looking in her program when she gave those same mild gestures to her second-grade pupils of the Faribault (Minnesota) public schools in 1890-91.

represented in the Association. But the omissions proved to be the most significant part of the schedules; for example, the fact emerged that not a single one of the eight institutions provided a program of physical education. Along with these schedules went, therefore, a criticism of the very grave deficiencies which they disclosed, and constructive suggestions to parents, to the governing bodies of the institutions granting degrees to members and to the women who were studying in these institutions. An edition of three thousand copies of this pioneer pamphlet was issued and distributed.¹

Moreover, a standing committee on physical education was appointed with Dr. Whitney as chairman. Its first task was the investigation of certain cases of ill-health, publicly alleged to have been caused by overstudy in a leading preparatory school. The result proved that but one of the six cases cited could be referred to overstudy, and in that case the girl testified that the fault was entirely her own and that the school was nowise to blame.

But aside from isolated instances the Association was determined to test the prevailing theory that the women of the country were being educated mentally at the expense of their physical health. It therefore undertook a research problem — that of making a series of investigations into the health of women college graduates, pledging itself that the work should 'be conducted on a broad basis of truth' as demanded by the *Medical News*, in order that steps might be taken to avert the evil in case the statements of theorists proved to be founded on fact. A committee under the chairmanship of Annie G. Howes prepared a series of questions which were heartily endorsed by physicians, teachers, and others, and which were then distributed to the 1290 graduates belonging to the Association. In spite of the very considerable amount of labor needed to fill out the blanks, seven hundred and five replies were filled out and returned,

¹ See reproduction of the original pamphlet on pages 120-23.

a proportion far above the average in similar attempts to secure information. Colonel Carroll D. Wright, chief of the Massachusetts Bureau of Statistics of Labor, deeming the inquiry one of great value to the Commonwealth, offered to tabulate and publish the statistics. This work was accordingly completed and published by the Bureau in 1885, and reprinted together with a report of the chairman in a pamphlet of seventy-eight pages. Mindful of the great assistance Colonel Wright had rendered, at the quarterly meeting held at Packer Institute, Brooklyn, New York, on October 31, 1885, resolutions were unanimously adopted; thanking Colonel Wright for his timely aid. The final sentence in the summary of results as formulated by the Bureau is as follows:

In conclusion, it is sufficient to say that the female graduates of our colleges and universities do not seem to show, as the result of their college studies and duties, any marked difference in general health from the average health likely to be reported by an equal number of women engaged in other kinds of work, or, in fact, of women generally, without regard to occupation followed.

Miss Howes's final paragraph in the report she presented for her committee is significant:

Our investigations, presenting as they do the physical history of about one half the collegeumnæ in this country, should furnish a basis for renewed physical investigation into the powers of womanhood and a better appreciation of her possible achievements. We have every reason to congratulate ourselves that our willingness to search for the truth and to bear the responsibility of its verdict has led to so encouraging and satisfactory a revelation. We can feel confident that a higher education for women is in harmony with that vast law of the survival of the fittest which guides the activities of the dim future.

The pamphlets were widely distributed, not only among the members of the Association of Collegiate Alumnæ, but also among college women in general. They were sent to the leading educational and medical journals of the day, and

ASSOCIATION OF COLLEGIATE ALUMNÆ

PHYSICAL EDUCATION

The members of the Association of Collegiate Alumnæ have had their attention drawn very forcibly to the present need for physical education among the women in our universities and colleges. They fully believe that college education *per se* is physically beneficial, and that college statistics show an average of health among women students higher than that among women at large; but they also realize that the physical status of American women of the educated class is painfully low, and they believe that the colleges ought to be among the first to take measures against this dangerous deterioration of physique. The following schedule, however, shows how fragmentary has been the work done hitherto in the nine institutions represented in the Association.

Lectures on Physiology.	Lectures on Hygiene.	Gymnasium.	Calisthenics. (Under supervision.)	Athletics. (Under supervision.)	Physician.	Hospital and Nurse.	VOLUNTARY.		Definite Course of Physical Education.
							Athletic Associations.	Boating, Skating, etc. (Lake.)	
Oberlin..	Oberlin	Oberlin..							
Vassar..	Vassar..	Vassar..	Vassar..		Vassar..	Vassar..		Vassar..	
Cornell..	Cornell	Cornell..				Cornell..		Cornell..	
Michigan									
Wisconsin		Wisconsin						Wisconsin	
Boston...									
Smith....	Smith..	Smith....	Smith..						
		Wellesley	Wellesley		Wellesley	Wellesley		Wellesley	
Wesleyan		Wesleyan							

Vassar, Smith, and Wellesley are conducted on the dormitory system, Smith maintaining separate 'cottage' dormitories, and Wellesley giving choice of large or small buildings.

Oberlin, Wisconsin, Cornell, and Wesleyan do not require students to board in college buildings.

Michigan and Boston do not provide boarding places.

One hour of physical exercise daily is required of students by Vassar and Wellesley.

A knowledge of elementary physiology is required for admission by Cornell.

The attainment of a certain standard of health is required for admission by Wellesley.

In view of these facts, the members of this Association, as women college graduates, most earnestly and respectfully urge the following suggestions upon those interested in the higher education of women, and especially (1) upon parents, (2) upon the governing bodies of institutions which grant degrees to women, and (3) upon the women studying in these institutions.

I.

The members of the Association are convinced that the low standard of health among women in and after college life is largely due to their common lack of physical training and disregard of the laws of health before they enter college. At sixteen, it is often too late to undo all the mistakes made during the most important years of a girl's physical life. They therefore wish to call the careful attention of parents everywhere to the following evils among school-girls, which threaten every interest of educated women.

1. Social dissipation, and excitement which is neither amusement nor recreation.

Girls are too often stimulated to shine socially and intellectually at the same time. A mother proves her daughter's perfect health by saying, 'She has been able to go to parties or entertainments four or five evenings a week all winter, and she stands at the head of her class!'

2. Habitual loss of sufficient and healthy sleep.

In a New York Academy, a class of sixty girls, between the ages of twelve and eighteen, chanced to be asked by a recent visitor for the time they retired the night before. The average was found to be twenty minutes before midnight; but no surprise was manifested by teachers nor regret by pupils.

3. Irregularity and haste in taking food, the use of confectionery in the evening, and the omission of breakfast.

The principal of a large girls' school in Philadelphia lately said that so many habitually came to school without having taken sufficient breakfast, and taking little or no lunch, that he had been compelled, in order to obtain good mental work, to have a warm lunch furnished, and to insist upon the scholars taking it in the middle of the morning.

4. Tight, heavy, and insufficient clothing, which frightfully increases the tendencies to consumptive and spinal diseases.

A physician of wide experience confidently states that this cause alone has incapacitated more women than over-study and over-work of all kinds.

5. The lack of sufficient outdoor exercise. When a proper amount of time is devoted to such exercise, no time will be left for over-study.

6. The ambition of parents and daughters to accomplish much in little time, which sends students to college either hurriedly and imperfectly prepared, or with a thorough preparation gained at the expense of health.

7. The usual postponement of instruction in the laws of physiology and hygiene to a college course. Thus, daughters go out from their mother's care wholly ignorant of the common laws by which they may increase and preserve the health upon which every hope and ambition depends.

II.

The members of this Association believe that these faults in home and school training, as well as those found in college schemes, can be reached most effectually through the colleges. And, while recognizing the efforts already made in this direction, they respectfully recommend to the consideration of college governing bodies the following remedies for existing evils:—

1. The introduction of a consistent, thorough, and scientific course of physical education for women.

2. The appointment of a thoroughly competent woman as an instructor in this department, who shall superintend the gymnasium, give practical courses of lectures, and be, so far as possible, responsible for the general health of the women in her classes.

Where the dormitory system obtains, the appointment of a resident physician is also urged.

3. The provision of an adequately equipped gymnasium.

4. The provision of one or more courses of lectures by non-resident specialists on physiology, hygiene, sanitation, heredity, athletics, gymnastics, etc.

5. The provision of special libraries on subjects pertaining to physical education.

6. Careful study in the construction of buildings for recitation and dormitory purposes, with special reference to counteracting the acknowledged evils of the dormitory system.

7. The requirement (whenever practicable) that candidates for admission shall reach a certain standard of attainment in physical education. Physical health is already required for admission by Wellesley College, and a knowledge of physiology by Cornell University.

III.

The women studying in our colleges are urged by the women graduates of these colleges:—

1. To bear constantly in mind in their own work the fact that the best intellectual results cannot be attained without perfect physical health.

2. To maintain a constant and sensible watch over their own habits as regards sleep, exercise, food, dress, etc. Failure to take the requisite amount of sleep, food, or exercise should be lamented as much as failure in recitation.

3. To form athletic associations for the promotion of wholesome exercise and the stimulation of public opinion.

4. To collect comparative statistics relating to the age, height, weight, size of waist, breadth of chest, weight of clothing, etc., of women college students. Such statistics should be taken at regular intervals throughout the college course. As taken by Dr. Sargent, of Harvard University, in his Ladies' Gymnasium at Cambridge, they have proved valuable as well as interesting.

The Association hopes to publish a series of short, practical monographs on these and similar subjects at some future time. Meanwhile, information in regard to the practical working of these suggestions, many of which are already in operation, may be obtained on application to any of the officers of the Association.

President.

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Auburndale, Mass.

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Miss A. E. FREEMAN, University of Michigan. Wellesley, Mass.

Miss K. E. MORRIS, Smith College. Hartford, Vt.

Miss H. M. PEIRCE, Wellesley College. Newton Centre, Mass.

members living in the principal cities of the country took an active and eager part in presenting the subject to the public through editorials and articles in influential newspapers and periodicals. They were the more eager to do this, as the formation of branches had been hindered in more than one city by the same contention as to the physical injury to women resulting from a college course which had been provocative of the investigation which had led to the preparation of the pamphlet itself. For instance, the branch in Milwaukee, Wisconsin, was organized specifically to combat the allegation that 'finishing' schools were adequate for the education of those young women who intended to marry, a college education being necessary only 'for girls who wished to become teachers, or for pedants, or for the socially unattractive.' In New Haven, the organization of the branch was largely due to the desire on the part of college women to befriend the young women who came to avail themselves of the opportunities for post-graduate work which the opening in 1892 of the Graduate School of Yale University made possible for them. The Connecticut Branch (as the group drawn from New Haven and the surrounding country called itself) found their chief duty was to urge some sort of adequate housing for these graduate students, who were for the most part 'women who had accumulated small savings from years of teaching, and were obliged to live very simply to make both ends meet.' The question of health was here brought home to the branch, as was the question of recreation.

The results of the health investigation were presented by Marion Talbot, secretary of the A.C.A., to the American Social Science Association at its annual session in September, 1885, at which time several persons present in the audience called attention to their value and importance.

One of the results of the health inquiry was the conviction that an effort must be made to secure better physical conditions for girls attending preparatory schools. Characteristi-

cally the Association of Collegiate Alumnae set about the task of stimulating this effort. In May, 1886, a committee, consisting of Ellen H. Richards, Annie E. Allen, and Emma Culbertson, was appointed to prepare a leaflet on the subject of 'Health in Preparatory Schools,' together with a series of questions which might serve as an aid in keeping record of the physical and social conditions under which schoolgirls work. The committee compiled a report which was presented at the meeting held in October of the same year at Bryn Mawr College, and which was accompanied by a group of papers: 'Habits of Sleep,' by Ida Wood; 'The Relation of Diet to School Life,' by Lydia M. Dame; and 'Physical Training as a Factor in Liberal Education,' by Dr. Mary Taylor Bissell. Discussion followed the reading of these studies and the foundation was laid for a large piece of work in an extensive survey and a large piece of research. But here, as has too often been the case throughout the half-century of its existence, the Association had no resources adequate to the effective administration of such a comprehensive plan, and although there was abundant evidence that much good seed had been sown, no summary of the records was ever presented to the Association.

Closely connected, however, with the investigation of 1886, was a sort of symposium presented in April, 1887, at the quarterly meeting held in Washington, D.C. The general theme under discussion was 'The Effect of the Amusements and Occupations of Girls on their School Life' — a forerunner assuredly of all the debate on extra-curricular activities which still keeps deans of women awake o' nights, and makes college and university teachers gray before their time. Different points of view were presented by Alice H. Luce, Alice Goddard, Mary M. DeVeney, Emma S. Atkinson, and Laura J. Wylie.

The following March (1888), one finds a suggestion also pertinent to the general inquiry upon which the Association had embarked. The question of withdrawal of students

before the completion of their course was raised, with special reference to the point as to how far health conditions entered into the matter. Acting according to its usual procedure, a committee, consisting of Annie Howes Barus, Emma Culbertson, and the chairman, Mary S. Case, was appointed to do a bit of research on the question. No definite results of the work of the committee are on record, perhaps because the problem then as now was an extremely complicated one, and led into the field of economics and of psychology, quite as much as into that of health.

From a beginning in the realm of investigation of the health of college students, the Association had thus found the necessity of research into conditions in those preparatory schools from which young women went to college. But back of the preparatory schools lay the elementary schools, and the Association already sensed what the educational experts later emphasized — the fact that the trend of one's life is fairly well fixed long before the preparatory school or college is reached. Through the chairman of the committee which had been considering the withdrawal of students from college, a report was made in 1890 which led to the formation of a new committee to review what had already been done, and to ascertain if possible how the Association might best concern itself with the basic problem of the individual in childhood. For it was assumed in 1890, as it would be to-day, that all inquiry into the nature of child life and the development of the child would be germane to any study of health and of physical education. Thus, although the original investigation had apparently been abandoned, in reality it became part of a basic problem in research seen in a different perspective, against a larger background. The Association, therefore, asked Mrs. Barus,¹ with Mary Sheldon Barnes and Martha Foote Crow, to become members of a

¹ It was Mrs. Barus who, as Annie G. Howes, had made the able survey on health statistics. She later moved to Washington, D.C., and was for long a distinguished and honored member of that branch.

'committee on the Development of Childhood,' under the chairmanship of Mrs. Barus. Here was launched a movement which, forty years later, is still one of the chief interests of the Association and one of its greatest powers in the communities where its branches are at work.

In 1900, the Publication Committee of the A.C.A., President M. Carey Thomas, chairman, with Mrs. Pearmain, Mrs. Backus, Mrs. Palmer, Dr. Mary Sherwood, Professor Mary Roberts Smith, and Professor Abby Leach working with her, sent out questionnaires to 10,400 graduates of institutions belonging to the A.C.A. An attempt was made to ask in these schedules all questions that might be needed in a final tabulation of results; and in order to secure a basis of comparison, the health, occupation, marriage rate, and number of children of women college graduates were compared with corresponding data obtained for their sisters or women cousins nearest in age who had not been to college, and of their college-bred brothers or man cousins. A circular letter signed by the presidents of all the institutions accompanied the schedules. One third, or 3636, of the women graduates filled out and returned their schedules. The total number tabulated was 6196. These schedules were tabulated by the Massachusetts Bureau of Statistics of Labor, but were unfortunately not published until 1917, when they were prepared and printed privately subject to the approval of the Publication Committee, by Dr. Isabel Maddison. The study, therefore, never received the circulation to which it was entitled. A copy of this study was presented in July, 1930, to the A.A.U.W. headquarters in Washington by Mrs. Pearmain. This copy is one of the few in existence.

For many years the subject of health and physical education disappeared from the records of the Association as a separate research problem. When it reappeared, it was under a different aspect, for in 1915, at the convention of the Association of Collegiate Alumnæ held in San Francisco,

Dr. Adelaide Brown, a member of the California State Board of Health, presented a paper entitled 'Public Health: A normal field of interest and work for college women.' Dr. Brown pointed out the undeniable fact that the great problems of public health — foremost among which were water supply, disposal of sewage, pure-food laws, and the protection of the community against contagious disease — of necessity involved the health of every home in the country. She made clear that 'between the contributions of science as developed in the laboratory, and a practical use of this knowledge, there lies a gap which the physician, the nurse, and the teacher must bridge.' She made a plea for more workers trained scientifically for the public health service and urged the Association not only to bring before its members, institutional and individual, the need for courses which should provide this training, but also to carry to undergraduates the possibilities for service and for a livelihood which this new field offered. 'On a plane with public education stands to-day,' Dr. Brown concluded, 'this new child of democracy, public health.'

Many things come round in a circle after many years, and so it was with 'health and physical education' — the first subject of research by the Association of Collegiate Alumnae in 1882. Besides the pioneer paper of Dr. Brown in 1915, there was passed in 1919, at the convention in St. Louis, the following significant resolution:

(1) That the Association of Collegiate Alumnae shall make every reasonable effort to further the enactment of laws providing for the physical education of all children of six to eighteen years of age....

(2) That the Association hereby authorizes its president to appoint a committee... to consider methods by which the Association of Collegiate Alumnae, either through its general organization or through its branches may coöperate with existing agencies in carrying out the above resolution.

Throughout the years the committee, which had in charge the work of recommending new institutions for inclusion in the list of colleges and universities belonging to the Associa-

tion, had also taken cognizance, along with its other special tests as to adequate concern for the welfare of women students, of whether or not provision was made for their health and physical education. Nor had the Association been willing to accept colleges and universities which made no such provision. More than one institution had found its way blocked by its failure to see the importance of keeping its women students fit physically for their work, and had been compelled to build a women's gymnasium either as a separate building or as a part of the building devoted to recreation and social life which is often in coeducational institutions called 'The Women's Building.'

But another aspect of the question had in later years presented itself in many quarters, and to this new problem the attention of the Association was directed when, as a part of the report of the Committee on Recognition of Colleges and Universities, made in April, 1924, the chairman, F. Louise Nardin, asked on behalf of her committee

the attention of the Association to another requirement which it is stressing in its correspondence with applying institutions: i.e., health service for the college community. Such communities should, in the judgment of the committee, be centers where young people could form the habit of thinking intelligently on public health problems, and of holding for the individual the ideal of preventive medicine and a high standard of health.

Again in 1925, Miss Nardin said:

A modest survey of the work done during the term of office of the present committee would show that our Association has through the coöperation between the committee and colleges, affected educational progress. For example, colleges have developed a system of medical care which gives the student the idea and the habit of preventing disease and of recognizing that the maintenance of health is a matter of community interest. The committee here wishes to make personal mention of the work of Miss Eleanor Lord in developing and presenting standards for college health service.

Miss Nardin closed this part of her report by a reference to the serious problem of housing college women, especially

in state-supported institutions — certainly a matter of health if ever there was one! To-day, as in 1882, though from a different angle, the A.A.U.W. views health, training in hygiene, and physical education as matters of concern to every college woman, whether she be an undergraduate or an alumna working for advancement in higher education for her fellow-women.

CHAPTER IX

FINANCING THE ASSOCIATION

THE purchasing power of the dollar has changed mightily since the days when the Association of Collegiate Alumnæ began its idealistic career. When one reads, therefore, that the treasury on January 6, 1883, contained a balance of \$15.99 from a total of \$117.13, which had been the receipts for the year 1882-83, and that there were no dues per member, but only voluntary contributions, one is a little appalled at what it was possible to do in the way of outstanding work with such a tiny sum. To be sure, the purchasing power of the dollar was perhaps four times in 1883 what it is nearly fifty years later, but even that fact does not make the figures in the first treasury report seem anything but meager. The \$500 fellowships went farther in 1893 than the \$1500 ones do now. Nevertheless, it is amazing to read through the years what this little group did on such slender resources. For at first all the support given was the voluntary contribution of individual members who believed so strongly in the possibilities of such an organization that they were willing to give in actual money sums to make the experiment which was to them so worth while. Thus the A.C.A. lived, it might be said, 'from hand to mouth,' and rejoiced at what could be done with so little money. When it was decided to adopt the plan of levying an annual fee of one dollar upon each member, a step forward was from a financial point of view at that moment taken. But it was distinctly understood then — and the policy has never been changed — that members who cannot pay the annual dues, but who wish to share in the work, are to have those dues *sub silentio* remitted. Whether this be a democratic or an aristocratic policy, one may perhaps determine philosophically to one's own satisfaction; but the fact remains that

poverty of purse has not been any bar to membership in the A.C.A. or in the A.A.U.W.

It was not until January, 1889, that the first appropriation for any expense in administration was made by the organization, when fifty dollars was voted for that purpose. By 1896, almost one thousand dollars had passed through the hands of the treasurer in the course of a year, with a balance of \$83.66 on hand at the end of that fiscal year. The Finance Committee recommended at the same time that it gave this statement of receipts and disbursements that, first, the provision be made that upon payment of twenty-five dollars any member of the Association might be granted life membership; and that, second, these payments constitute a permanent fund, the interest of which might be devoted to fellowships or to any other purpose of which the Association might approve. The committee further reported that they felt that the establishment of a permanent salaried secretary was of the highest importance to the future of the Association.

In 1899, the Association was incorporated under the laws of Massachusetts. In Section 2 of the Articles of Incorporation whereby the Association was granted all 'the powers, rights and privileges, and made subject to all the duties, restrictions and liabilities set forth,' in Chapter 115 of the Public Statutes of the Commonwealth of Massachusetts, the following was appended as a footnote and appeared in the printed copies of the constitution and by-laws until 1921:

The corporation may hold real and personal estate, and may hire, purchase or erect suitable buildings for its organization to an amount not exceeding \$500,000.00, to be devoted to the purposes set forth in its agreement, and may receive, hold in trust, or otherwise, funds received by gift or bequest to be devoted by it to such purposes.

This amount must have seemed to the incorporators as unattainable as a billion dollars would have been, and quite as far beyond the dreams of avarice.

On December 6, 1902, the Association of Collegiate Alumnae suffered an irreparable loss by the death in Paris, France, of their gifted leader, Alice Freeman Palmer. Almost immediately there was appointed by the Association a committee to raise funds for a memorial fellowship by which Mrs. Palmer's distinguished services might in some small way be signalized and in a sense perpetuated.

Thus, two permanent funds, growing not rapidly but steadily, became the concern of the treasurer of the Association. It was obvious that some method must be adopted which would adequately safeguard these monies. When the Association came together for its annual meeting in 1904, a committee was appointed to investigate how similar organizations cared for their trust funds and to recommend to the A.C.A. what would be for them a wise policy. Of this committee Mary Duguid Dey was chairman. Mrs. Dey's committee recommended that, as the A.C.A. was incorporated under the laws of Massachusetts, a reliable trust company doing business preferably in Boston be selected as trustee. The Executive Committee thereupon voted that the Association should decide on securities, making the trust company the custodian to collect and remit the interest upon these securities. There was also provided a Trust Fund Committee with Florence M. Cushing as chairman, Caroline Hazard and Elva Young Van Winkle (bursar of the organization), to serve with her. In 1906, this committee reported the purchase of securities amounting in value to \$2927.20, with an uninvested balance on hand of \$863.26. The Association had, as stated above, reserved the right to supervise the investment of trust funds, but this arrangement proved impracticable, and it was voted in 1907 to give full control in the matter to the Committee on Trust Funds, and to authorize the chairman of that committee to secure a safety-deposit box in Boston to hold the securities already purchased. It was decided at the same time that the life-membership fees should be kept as a separate permanent

invested fund. Thus in 1907, at the twenty-fifth anniversary of its founding, the A.C.A. had in trust two funds amounting to \$4033.18, which had been accumulated while the Association carried on from year to year other projects which entailed expenditures of sums not always small, in addition to its fellowships which had been every year the means of sending some young woman on her way to greater usefulness. Certainly this was a worthy and stimulating record for a quarter-century of idealism.

At the convention of 1911, the secretary-treasurer, Elizabeth Lawrence Clarke, reported dues from members of \$4955, of which eleven life memberships (amounting to \$275) were turned over to the Committee on Trust Funds for investment. The bursar, Mrs. Van Winkle, reported at the same time receipts of \$6248.67, in which were included dues of all sorts, incomes from invested funds, special contributions to the fellowships awards, advertisements, and a profit on publications of \$9.75. Mrs. Van Winkle reported disbursements to the amount of \$5064.55, in which appear the items of appropriations for four committees of which the Committee on Fellowships received \$4.88. To the Naples Table was made a contribution of \$50, to the School Patrons Department of the National Education Association \$50, to the Alice Freeman Palmer Fellowship \$500, and to the European Fellowship \$500. Miss Cushing, chairman of the Committee on Trust Funds, reported invested funds of the value of \$9703.35 with \$1022.02 uninvested. She reported, however, that the net income from the invested funds of the Alice Freeman Palmer Fellowship was only \$336.04, still insufficient to allow the treasury to offer the full fellowship of \$500. Miss Cushing added: 'The deficit of three years has been generously supplied by Mrs. C. A. Severance, of Minneapolis. Without her aid, the Association could have offered the fellowship for but one year.'

It is interesting to note, in passing, how these funds were invested. The Association held in 1911 nine bonds of the

par value of \$1000, each bearing interest at four per cent, and all invested in railroad bonds except one American Telegraph and Telephone Company bond. The life-membership fee of twenty-five dollars yielded at this time sufficient interest to pay annually to the treasury the full amount of one dollar each for all living life members.

In 1915, an amendment to the by-laws provided for the separation of the office of treasurer from that of secretary, with a resultant abolishing of the office of bursar. At this time the treasurer became a salaried officer and a member *ex-officio* of the Committee on Finance. In 1917, the treasurer presented a proposed budget of \$5665, but reported that, including the fellowship awards and all other disbursements, \$12,597.89 had passed through her hands. The executive secretary's salary had become \$2000 and the treasurer's salary \$500. Moreover, the president and executive secretary were made traveling allowances of \$475, and the office incidentals for the executive secretary and the treasurer were together \$1256.92. Various committees and conferences were allotted small funds to carry on their work, as were the sectional vice-presidents. The *Journal* of the Association still entailed a heavy expense, for the number of subscribers was too small for advantageous advertising, and with the coming of the World War there was an increase in the cost of publication as well as an increased cost of third-class postage.

The fellowship funds on March 31, 1917, showed a marked increase. The Alice Freeman Palmer Memorial Fellowship now had invested funds of nearly \$2000. The Anna C. Brackett Memorial Fellowship gift in memory of a beloved teacher amounted, at the time it was turned over to the Association, to \$8500 in invested funds. In 1917 it had not yet been so given, and the Association made up from its general funds the amount lacking from the interest received so that the award would be \$335 to the fellow holding this fellowship. In the life-membership fund the treasurer reported

nearly \$1500, in the Latin-American Fellowship fund the receipts were \$850.16, in the Julia C. G. Piatt Fellowship Fund (which had been given in memory of a teacher of distinction) there was a small balance. Altogether, the treasurer reported on hand to pay stipends for fellowships the sum of \$2268.18.

It became necessary during the World War to make a number of hurried readjustments in investment. Mrs. Dey and Miss Cushing resigned from the Finance Committee in 1918 after years of devoted and unusually able service to the Association. A vote of thanks was passed unanimously and their resignations accepted with the greatest regret. Miss Cushing had become the chairman of the Committee on Trust Funds in 1904, and with unexampled devotion and financial acumen guided and cared for the investments of the Association until 1915-16, when the securities were turned over to the treasurer of the Association as custodian, and the Committee on Trust Funds was at Miss Cushing's request merged with the Committee on Finance. On this latter committee, Miss Cushing continued to serve until her resignation in 1918. She had thus given fourteen years to the financial interests of the Association.

The Finance Committee as reconstructed consisted of Mrs. H. H. Hilton as chairman, with Mrs. Pomeroy as treasurer and Mrs. Mathews as president of the Association, and two past presidents, Mrs. Morrison and Miss Humphrey, these five constituting the committee. In 1921, when the Association was enlarged by the addition of the Southern Association of College Women and became the American Association of University Women, an unusually full report of the investments of the Association was given. All the securities were of the highest grade and still consisted largely of railroad bonds, with \$5000 worth of American Telegraph and Telephone Company bonds. With these were two Indiana Steel Company bonds, the bonds of several power and light companies, \$5000 worth of other steel bonds,

\$5000 worth of Chicago Union Station bonds, \$2000 worth of United Kingdom of Great Britain and Ireland bonds, and thirty-six Liberty Loan bonds of various issues. These bonds bore interest varying from four to six per cent, but as some of them had been purchased below par, the income from these investments was, of course, larger than would have been the case had they been purchased at par.

In 1919, the annual dues per member had been raised to two dollars with fifty cents of each fee going to the fellowship fund. In 1921, this latter amount was cut again to twenty-five cents, at which point it has since that time remained. In 1921, the life membership was raised to fifty dollars in a single payment instead of twenty-five dollars, thus making the payment correspond to the raise to two dollars in dues. Several alumnae associations and many institutional members also pay annual dues. In 1920, there was turned over to the Association invested capital to the amount of \$11,000 to constitute the Rose Sidgwick Memorial Fund. In 1921, the Julia C. G. Piatt invested fund stood at \$6600 and the Anna C. Brackett fund at \$8500. Moreover, the Association had during the year 1920-21 received gifts toward the furnishings and general expenses of the Washington headquarters and clubhouse at 1607 H Street. As a consequence, greatly increased funds passed through the hands of the national treasurer. From that time to 1931, these sums have constantly increased.

The first bequest to the Association came in 1919, although there is a record in the *A.C.A. Magazine* of February, 1902, regarding the possibility of a bequest to be made later. In 1919, the treasurer of the Association reported that Ruth Gentry, the second holder of the European fellowship of the A.C.A. and one of the first women to be admitted to graduate study in mathematics in the University of Berlin, had in her will left to the Association a legacy of \$1000 to be used as the Association might direct. This touching witness to Miss Gentry's interest and belief in the Association was accepted with deepest appreciation, and in the belief that

the Association would be carrying out the wishes of Miss Gentry and the purposes of her life in adding this legacy to the permanent fellowship fund, the Association voted to make Miss Gentry's bequest a part of this fund. In 1923, a bequest of \$300 from the Effie Serina Wager estate was received, and in March, 1925, in the *Journal* of the Association, with an extended notice of the death of Penelope McDuffie, was made the announcement that from her estate, subject to several life-interests, she had bequeathed \$5000 to the A.A.U.W. to establish a fellowship in history to be awarded to graduates of Southern colleges. As Miss McDuffie had been one of the most devoted workers in the Southern Association of College Women as well as in the A.C.A., this earnest of her belief in the Association was quite as touching and inspiring as was that of Miss Gentry.

Until 1924 the Association had had, as has been seen, very little help in meeting its regular expenditures except from the dues of members. In 1924, the first aid from a foundation was received. The president of the Association at that time was Dr. Aurelia Henry Reinhardt, and by the representation which she and Helen Thompson Woolley, chairman of the Committee on Educational Policies, with Dr. Lois Hayden Meek, newly appointed educational secretary for the Association, were able to make, the trustees of the Laura Spelman Rockefeller Memorial were so impressed with what the Association had in the past accomplished and had in mind for the future that they were very willing to help out a program so worth while. Accordingly, there was awarded to the A.A.U.W. the sum of \$27,000 for a period of two years and three months. This fund was to be used for the furtherance of the work of the educational secretary and included her salary and that of her assistant. In this way the study groups under Dr. Meek were made possible.

Beginning with June 1, 1926, the Laura Spelman Rockefeller Memorial made an additional grant of \$50,000 to the Association. This grant was made payable to the Associa-

tion in the sum of \$15,000 for the first year, but thereafter the annual payment was reduced by \$2500 each year, ending with a payment of \$5000 for the year 1930-31. The Laura Spelman Rockefeller Memorial also appropriated \$2000 to be used as a publication fund during the period beginning June 1, 1926, and ending May 31, 1931.

At the same time Dr. Reinhardt and President Ellen F. Pendleton, the newly appointed chairman of the Committee on International Relations, were able to secure from the Carnegie Foundation an annual appropriation of \$5000 for five years for the work of the Committee on International Relations. By the terms of this grant, the Carnegie Corporation granted \$5000 a year from 1924 to 1929 for the work of the International Relations Committee. In 1929, the Carnegie Endowment for International Peace made a grant of \$10,000 for 1929-30, half of which was designated for the development of the program of the International Federation and the other half for the international program of the Association. It is possible that grants from other foundations will come to the Association as the character and quality of its work become more widely known.

The financial report of 1930, when it is contrasted with that of 1883, shows an amazing progress in every way. The value of the headquarters of the Association in 1930 is estimated at \$215,292.24. This includes the original cost of the clubhouse, the land upon which it stands, and the fixtures, furniture, and alterations. In the securities funds of the Association there were May 31, 1930:

General Fund	\$16,008.55
General Reserve Fund	12,711.23
General Fellowships Fund	11,118.83
Alice Freeman Palmer Memorial Fellowship Fund	13,734.66
Anna C. Brackett Memorial Fellowship Fund	9,242.34
Julia C. G. Piatt Memorial Fellowship Fund	6,502.23
Rose Sidgwick Memorial Fellowship Fund	10,552.55
Sarah Berliner Research Fellowship for Women Fund	33,586.25
Million Dollar Fellowship Fund	73,141.63
	<u>\$186,598.27</u>

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The securities thus represented are with few exceptions on the Moody AAA rating list and thus represent what are considered by experts the best possible investments. The balance sheet of May 31, 1930, gives as assets of the Association:

Cash and cash advances.....	\$24,792.84
Securities.....	186,598.27
Real Estate.....	165,000.00
Furniture, Fixtures, and Alterations (original cost)....	50,292.24
Special Trusts for Mortgages (of Record but liquidated)	131,200.00
	<u>\$557,883.35</u>

CASH RECEIPTS

June 1, 1929, to May 31, 1930

Receipts

General Fund

General dues.....	\$62,263.25
Journal subscriptions.....	3,589.98
Journal advertising.....	277.48
Corporate dues.....	2,600.00
Affiliated alumnae dues.....	595.00
Interest and miscellaneous.....	2,041.64
Membership Committee revenues.....	200.00
Refunds on expenses.....	975.64
Life memberships.....	250.00

Spelman Fund Accounts

General.....	6,618.94
Publications.....	891.72

International Program

Carnegie Endowment for International Peace.....	5,000.00
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Headquarters Building Accounts

Washington Fund.....	*125.00
Rent from Club.....	4,000.00
Room rentals.....	9,189.19
Refunds.....	.75

Miscellaneous Accounts

Transmittal account.....	5,217.91
Suspense account.....	500.00

* Total Washington Fund Collections to date \$227,709.86.

Fellowship Funds

General fellowships dues at 25¢.....	8,894.75
General fellowships — other revenues.....	397.50
Special Fellowships.....	7,672.88
Million Dollar Fellowship Fund.....	57,091.80
Interest on Million Dollar Fellowship Fund.....	459.07
<i>Securities matured</i>	23,500.00
<i>The Institute of Women's Professional Relations</i>	11,275.60
Total receipts.....	<u>\$213,628.10</u>
Balance May 31, 1929.....	37,232.58
	<u><u>\$250,860.68</u></u>

For the fiscal year May 31, 1929, to May 31, 1930, there was expended for Fellowship awards \$14,500, with an expense in administration of these Fellowships of only \$684.04. To the International Federation of University Women the A.A.U.W. contributed 1929-30 in dues \$7054.33, and to other organizations to whose work the Association contributes \$272.50. The balance on hand May 31, 1930, was \$24,792.84. The receipts for the year 1929-30 totaled \$250,000, and the expenditures about \$225,000, leaving a balance at the end of the year of almost \$25,000. This is surely a large volume of business for any organization to carry.

During the years 1923-30, while the financial side of the Association has been stabilized and reorganized under the leadership of Vassie James Hill, with Yna R. McClintock as comptroller, the treasurer's office has assumed an importance second to none other in the Association. With the centralization of all activities in Washington, and with the appointment, by the Board of Directors and the A.A.U.W. in convention, of the Washington Loan and Trust Company as trustee, the financial side of the Association has been safeguarded as of old, but with added guaranties due to added responsibilities. Thus the Association ends its half-century with really a remarkable record of material achievement. In this long record one reads again and again of the devotion

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of Florence M. Cushing, Mary Duguid Dey, with the members of their committees; of the only bursar of the Association, Elva Young Van Winkle; and of the treasurers of the Association, Elizabeth Lawrence Clarke, Katharine Puncheon Pomeroy, and Vassie James Hill.

CHAPTER X

POST-GRADUATE STUDY AT HOME AND ABROAD

THE second subject for investigation by the Association of Collegiate Alumnae was 'Post-Graduate Study.' Here was an organization one of whose chief aims was to help wherever possible in securing for girls entrance to colleges directly from high-grade secondary schools. Logically, it followed that the Association undertook to see that, where these graduates were properly qualified intellectually and personally, the way might be opened for them to become teachers not only in secondary schools, but also in colleges. Promising young men were being urged and assisted to take post-graduate courses to fit them for teaching positions in the colleges and universities throughout the country. Fellowships were already available — though not in any great number — whereby these young men might go to Germany or to some other European country for the advanced work in research which was not as yet obtainable in the United States. But there was no room in this masculine procession for young women, no fund available whereby they might, by virtue of their post-graduate training, become competitors for the college and university positions to which young men aspired. Very few graduate courses were open to young women, and no positions on college faculties outside of the women's colleges then developing. It was but natural that a problem which was an integral part of its original purpose should at the very outset engage the interest and attention of the A.C.A. At its second meeting, held in Boston, May 13, 1882, those present heard with interest the paper of Helen Magill ¹ on 'Opportunities for Post-Graduate

¹ Later Mrs. Andrew D. White, of Ithaca, New York. She took her degree of Doctor of Philosophy at Boston University in 1877 and was the first woman in the United States to hold that degree.

Study.' The information which Miss Magill had brought together was compiled as a circular, and, together with statistics concerning graduate work and graduate students, was published. Her study was largely negative as to information, and the low grade of post-graduate work there revealed would astound a scholar of to-day. 'The Society to Encourage Studies at Home'¹—a forerunner of all the university extension work now forming so large a part of the program of many universities—offered to members of the A.C.A. special opportunities for advanced work, but it was obvious that there was a wide field for graduate study, resident or non-resident. A meeting of the A.C.A., held at Wellesley College in May, 1883, was devoted to a discussion of the ways and means by which post-graduate study might be carried on in one's own home. As a result of this meeting, two clubs were organized among the membership—one for the study of sanitary science (a subject especially closely allied to the interests of women), and a little later, one for the study of a subject which was later to be of great significance to women—that of political science. That graduate study was unusual at this time is clearly shown by the perusal of the first printed list of members of the A.C.A.—issued in 1884—where, of the 356 members there listed, only 26 had received a master's degree and but 4 held the degree of Doctor of Philosophy, Kate Morris Cone, Smith '81, Alice E. Freeman, Michigan '81, Sue M. D. Fry, Syra-

¹ 'The Society to Encourage Studies at Home' was organized in Boston in 1873 by Miss Anna Eliot Ticknor, daughter of George Ticknor, who was a great historian of Spanish literature and Professor of Modern Languages at Harvard College. The purpose of the Society was 'to induce ladies to form the habit of devoting some part of every day to study of a systematic and thorough kind.' The first rule of the Society read, 'Ladies joining the Society must be at least seventeen years old.' From her desk in her aristocratic home on Beacon Hill, Miss Ticknor, with the aid of able and highly trained friends, laid out and directed courses of study which were taken by women all over the country. After her death in 1896, the Society was disbanded, but certain phases of its work were carried on for a time by the Anna Ticknor Library Association.

cuse '81, Helen Magill, Boston '77. Moreover, several of the masters' degrees had been, as was often the custom in those years, conferred *in cursu*, and therefore did not represent research work and graduate study as is the case to-day. It was clear that not only were opportunities for genuine advanced work beyond the bachelor's degree exceedingly meager where women were applicants, but that at a time when the advisability of offering to women even an undergraduate course was challenged on all sides, courage and confidence were demanded, not only in the individual, but in the A.C.A. as an organized body, if the claims of women to the right of entering the field of higher scholarship were to be allowed. The Association, convinced of the necessity for encouraging real scholarship among able women, set about its new task with intelligence and keen determination. At a meeting held in October, 1885, papers were presented on opportunities for study in foreign countries — opportunities the more vital because of the meager offerings in graduate courses for either men or women, which the American universities were able to make. Several members of the Association had already, on their own initiative and without financial aid in the way of fellowships, taken the pioneer step, and reported from their personal experience in fields where courses were open to women in London, France, Germany, and Switzerland. Young women had studied in France and Germany, and one (M. Carey Thomas) held a Ph.D. degree from Zurich, but none had held a fellowship, since no fellowships were available for women. At the meeting in 1886, an account was given of conditions favorable to women who wished to study at Oxford University in England. Four years later (1890), the secretary reported as evidence of the influence of the Association, that the official circular of the Association for the Education of Women in Oxford University contained the statement that 'graduates of colleges included in the Association of Collegiate Alumnae, U.S.A., are admitted without further condition to the "Honour Examinations" at Oxford University.'

In the mean time the Association had not been unmindful of the situation at home, and along with its efforts to extend the advantages of foreign study, it had worked steadily to make use of whatever opportunities might be available in the United States, at the same time helping to open new opportunities for such women as were qualified to do advanced work. Cornell University was the first institution in the United States to award a fellowship to a woman, and its first woman fellow was Harriet E. Grotecloss, Cornell, 1884.¹ There is no doubt that the persistent and tactful efforts of the A.C.A. played no small part in the movement for securing graduate study for women, and it felt a pride not unjustifiable when, in 1892, as a sort of culmination of pioneer work, the great universities of Chicago, Yale, Pennsylvania, and Leland Stanford, Jr., offered to women their advanced degrees.

When the Western Association combined its forces with those of the A.C.A. in 1889, it found the soil already prepared to receive new seed, for it had become evident to thoughtful people that home study, no matter how well directed, was no substitute for work in library and laboratory under distinguished direction, and that fellowships must be secured if work of the highest quality was to be done by promising young women. Between 1884, when, as has been stated, but 26 out of a total roster of 356 members of the A.C.A. had advanced degrees, and 1892 — a short period of eight years — in addition to those members who had taken professional degrees of one kind or another, one eighth of the total membership of the Association had taken higher degrees. Probably the number would have been even greater had the old standards continued; but the gain was significant in any case, since it had been made in the face of requirements which must be met if either the master's or doctor's degree was to be obtained. Back of the establishment of fellowships there lay, not only the obvious

¹ Now Mrs. Charles D. Marx.

fact that by the aid of such funds the facilities for graduate work might be greatly enlarged, but there was a distinct feeling on the part of the leaders of the A.C.A. that the naturalness of the policy was quite as important as its advisability on other grounds. At a meeting of the A.C.A., held at Cornell University in 1888, among other suggestions looking to new efforts in practical educational work which were laid before the membership 'in convention assembled,' one had especially captured the imagination of the audience. This was the report on the possible endowment of a European fellowship, outlined ably and in detail by Christine Ladd Franklin, who was thereupon made chairman of the first Committee on Fellowships of the Association of Collegiate Alumnae.¹ The following January, along with the announcement that the Western Association had established an American fellowship, the Committee on Fellowships reported, through Mrs. Franklin as chairman, that pledges had been received already to an encouraging amount. The Association of Collegiate Alumnae therefore voted to establish a European fellowship. In 1890, the first European fellow was appointed — Louisa Holman Richardson (Boston University, '83),² who spent the year 1891-92 in Europe, devoting her time to classical studies. Every year since with but one exception, over a period of forty years, a European fellow of the Association has been appointed. In 1917-18, on account of the World War, the fellowship was not awarded.

Beginning with Miss Richardson's appointment in 1890, in all sorts of ways and at almost every meeting emphasis

¹ The members of the first committee on Fellowships, appointed in 1889, were:

Mrs. Christine Ladd Franklin.....	Vassar '69
Mrs. Ellen H. Richards.....	Vassar '70
Mrs. Mary Sheldon Barnes.....	Michigan '74
Miss Kate Stephens.....	Kansas '75
Mrs. Alice Freeman Palmer.....	Michigan '76
Miss Heloise E. Hersey.....	Vassar '76
Mrs. Anna Botsford Comstock.....	Cornell '85

² Now Mrs. Everett O. Fisk.

was placed on the importance of maintaining fellowships. Thus the policy became firmly established — that aid to graduate study was a chief concern of the A.C.A., and that it could be counted on for aid to any organization which wished to further such a program. The years following the award to Miss Richardson did, indeed, see more and more opportunities of this kind offered both by universities and through private interest, and the aid and advice of the Association and its leaders was sought more than ever, as has been seen. An important result not foreseen at the outset soon became clear also — that the effect on the undergraduate standards of this advance in scholarly ideals was acknowledged to be of vital importance. The influence of the A.C.A. policy upon the intellectual life of undergraduate women was impalpable yet real. That the project was appreciated, by the branches as well as by the Association as a whole, is evidenced by the fact that contributions were made by the Pittsburgh (Pennsylvania) and Rhode Island branches, as a part of their budget for 1897 and in the years following.

To the leadership of Alice Freeman Palmer, chairman for many years of the Committee on Fellowships, and to Bessie Bradwell Helmer, who succeeded her, the continued interest in graduate study on the part of the A.C.A. and of its branches was largely due. This interest was evidenced, not only in the support of the European fellowship of \$500, but also of the American fellowship (which the Western A.C.A. had inaugurated) of \$300. Furthermore, in 1892, a scholarship for the study of German, providing for tuition and residence in the American Home School in Berlin, was offered to the Association by Mrs. Mary Bannister Willard and Frau Dr. Hempl. Two years later the Woman's Education Association of Boston¹ asked for the coöperation of

¹ This Association, carried on by public-spirited women and for several years under the presidency of Alice Freeman Palmer, had initiated and supported many and varied educational enterprises.

the A.C.A. in administering a fellowship which that organization was prepared to award. Mrs. Phœbe Apperson Hearst, all her life interested in the education of women and girls, and the first woman regent of the University of California, offered at this time her coöperation in the establishment of a fellowship. In 1905, through its Executive Committee, the A.C.A. pledged its support for the year 1905-06, to the extent of \$200 for the maintenance of a joint fellowship with the College Settlements Association.

A survey of the publications of the A.C.A., beginning in 1890, show from time to time reports of progress in the investigation of opportunities for graduate study in foreign universities, both in the form of addresses and bulletins. Special interest was shown in the efforts made to open the universities of Germany to women, and in 1895 the thanks of the Association were tendered to Professor Klein of Göttingen, for his generous efforts to secure university privileges for women.

But the matter of post-graduate study was affected by another condition. The numbers of young women entering college increased with unexpected and unparalleled rapidity in the years immediately following the panic of 1893. To the novelty of college education was now added the lure of graduate study abroad under conditions which made a great appeal to young women unfamiliar with life outside their own country. As a result, a good many untrained young women, with no real urge for advanced scholarship, began to seek admission to foreign universities, even where such admission had been but a few years ago so hardly won. It was feared by many thoughtful women that courtesies extended to women whose training was not sufficient to give them admission to the colleges of the Association might result in experiences which would prove damaging to the chances of well-trained and earnest women of all nations who might later apply for the same courtesies. The Association, therefore, took a step which required real hardihood. It was

voted in October, 1895, to appoint a committee 'to consider the advisability of establishing a council which shall consider and pass upon the qualifications of women to pursue advanced work in European universities.' Laura D. Gill, Martha Foote Crow, and Florence M. Cushing were appointed to serve as this Committee of Investigation. In October, 1896, the Association voted to adopt its recommendation that such a council be appointed. As organized, the council consisted of forty-three women members of the Association holding positions of distinction as scholars, teachers, and administrative officers, with an internal or executive committee of five and an advisory council of thirty-five men distinguished in different fields of scholarship. The following memorial and petition was drawn up and addressed to the governing bodies of European universities:

TO THE GOVERNING BODIES OF EUROPEAN UNIVERSITIES THE
ASSOCIATION OF COLLEGIATE ALUMNÆ RESPECTFULLY SUBMITS
THE FOLLOWING MEMORIAL AND PETITION:

1. The privileges courteously granted to American women by the European universities are frequently claimed by women who are untrained or insufficiently trained, and who thus abuse the privileges of the universities and cast discredit upon the scholarship of American women.

2. The variable value of the Bachelor of Arts degree in the United States makes the presentation of a college diploma no guarantee of sufficient preparation for advanced study.

3. It is difficult for Academic Faculties to gain the information which will enable them to discriminate between worthy and unworthy applicants for admission to the privileges of the universities.

4. Therefore, the Association of Collegiate Alumnae respectfully petitions the governing bodies of the European universities to receive its official certificate, signed by its President and by the Chairman of its Council to Accredited Women for Study at Foreign Universities, as a guarantee of the sufficient training, good character, and serious purpose of any woman presenting said certificate.

5. The Association also respectfully petitions the same governing bodies to grant to all women presenting said certificate any and all privileges which may at that time be open to any woman.

6. In return for this courtesy the Association pledges itself to recommend only such women as a thorough investigation shows to be worthy of such privileges.

The Association also pledges itself to investigate the record of any woman who may apply for its certificate, thereby making it possible for every properly qualified American woman to procure the same.

7. The Association respectfully urges a favorable consideration of this memorial and petition by the governing boards of the European universities, in the hope that it will advance the interests of well-trained American women at these universities, and provide a safeguard to the professors against imposition upon their courtesy.

.....
President

.....
Secretary

The following is the form of the certificate which the Association issued:

THE ASSOCIATION OF COLLEGIATE ALUMNÆ OF THE UNITED STATES OF NORTH AMERICA, through its Council to Accredite Women for Study in Foreign Universities, hereby certifies, that of has completed a course of study, corresponding to the Bachelor of Arts standard in the Association; that she has satisfied the Council — through written articles, advanced teaching, or examination — of capacity for advanced work; and that she is seriously undertaking a course of study with a definite object in view.

The Association, therefore, recommends her to the courtesies of professors and instructors in the Department of

.....
President of the A.C.A.

.....
Chairman of the Council

It is interesting to record the manner in which this courteous but radical step was received by the institutions to which it was addressed. Just as the privileges accorded to women by the universities varied from institution to institution, so did the reception of the petition, which ran the

gamut from an eager offer to coöperate with the Association by exacting such a certificate to the view that it was an impertinence to require of any woman such a certificate. From 1896 to 1902, the committee each year issued a considerable number of the certificates for which the plan provided. But during these years two objections had manifested themselves — the one a contention that a feeling prevailed among foreign university officials that the A.C.A. was limiting the liberty of women studying in Europe, the other that the Association through its council was confronted with opposition raised to its recommendation that the work of certification be put upon a more official basis by being presented through the proper diplomatic channels. After mature deliberation, the Association decided not only to abandon the effort for official recognition, but on recommendation of its Executive Committee in charge of certification, to discontinue the work entirely. The most devoted and discriminating service had been given with the utmost generosity by the committee serving under the chairmanship of Laura Drake Gill, who was followed by Ida H. Hyde,¹ Julia W. Snow,² and Margaret E. Maltby.³ While no final judgment could as yet be passed upon the effect which the work of A.C.A. had had upon the status of women in foreign universities, yet the attention of the academic world both at home and abroad had undoubtedly been called to the importance of the whole problem of post-graduate study for women, and in the process there can be no question as to the enhancing of both prestige and influence in the educational work which, through this piece of pioneer work, had come to the Association.

¹ Ph.D. Heidelberg, European Fellow, long a Professor of Physiology in the University of Kansas.

² Ph.D. Zurich, European Fellow, long a member of the Smith College Faculty.

³ Ph.D. Göttingen, European Fellow, a member of Barnard College Faculty. It is clear from these degrees and positions how competent these chairmen were to head the committee.

In the mean time, scientific investigation had been growing apace, and during the year 1897-98, the Executive Committee of the Association of Collegiate Alumnae pledged the sum of fifty dollars annually for four years toward the support of a Woman's Table at the Zoölogical Station in Naples, Italy. This station, founded in 1892 by Dr. Anton Dohrn for the collection of biological material and for the study of all forms of salt-water plant and animal life, had developed into an international institution for scientific research. Its tables for workers were for the most part controlled and paid for by governments, institutions, and associations. From a suggestion made by Ida H. Hyde, one of the early fellows of the Association of Collegiate Alumnae who had been impressed with the opportunities offered for the scientific training of women at Naples through the unusual advantages which Dr. Dohrn's policy of admitting women and men to the tables on equal terms made possible, there had been formed the Naples Table Association for Promoting Laboratory Research by Women. The Association was supported by colleges and universities admitting women, by the Association of Collegiate Alumnae, and by individuals. In the belief that the opportunity thus afforded for research was an important factor in promoting scholarship among women, the contribution of the Association of Collegiate Alumnae was continued annually for many years. In 1906, the Association received a gift which enabled it to present a page in the *Magazine* to the Naples Table Association for the purpose of making known the opportunities for research provided by the foundation of the Women's Table. In 1908, Nettie M. Stevens, the first holder of the Alice Freeman Palmer Fellowship just established by the Association of Collegiate Alumnae, used her year for study partly at Naples, where she had been a student before, and where she had won in 1905 the \$1000 research prize offered by the Naples Table Association.

The world of scholars had been thrilled when the brilliant

work of M. and Mme. Curie was made known many years ago. Women were perhaps especially rejoiced that so significant a discovery as that of radium had been the result of an experiment shared equally by a man and a woman working shoulder to shoulder. Because of the death of her husband, because of the hardships entailed upon research everywhere in Europe as a concomitant of the World War, and lastly because of the prohibitive cost of radium itself, Mme. Curie found herself in 1919 hampered almost absolutely in her work. It was then that American friends came to the rescue and made an appeal for funds adequate to help this distinguished French scholar continue her work. Although the amount contributed by the membership of the American Association of University Women was only a small part of the whole fund, the branches throughout the whole United States still recall with pride and emotion the privilege they enjoyed in making even tiny contributions to the 'Mme. Curie Fund' as it was called. When the gram of radium had been purchased, there remained a balance of \$56,000, which was turned over as a trust fund to be cared for by the Equitable Trust Company of New York. The income of this trust fund Mme. Curie is to receive for her lifetime. The American Committee which had assisted in raising the fund was not completely disbanded, and in October, 1928, Mrs. William Brown Meloney, who had been the originator of the plan for the whole fund, wrote to Mrs. Edgerton Parsons as follows:

Madame Curie... has not used that money for personal luxuries except to put in a bathroom and toilet in her old apartment.... She has used it to carry on some important experimental work in her laboratory.

She has been doing this work with Irene... who has been working with her mother for fifteen years. Irene has taken her doctorate from the University of Paris and is a Professor of Physics at the Sorbonne. Madame Curie's work would be carried on by Irene after Madame Curie's death, if the income from the trust fund continued to support the experiments.

Madame Curie has been ill, and she is worrying at the end of her life about the support of her work in the event of her death. Don't you think the university women should assure her that Irene's work at the laboratory will continue to have the support from the trust fund as long as Irene continues to work on American radium?

She has been appointed assistant to her mother and will succeed as director of the Institute....

Mrs. Parsons communicated this letter to the other members of the existing committee, who voted unanimously to ask the American Association of University Women to undertake the disposition of the income of the fund when Mme. Curie herself should no longer need it. The Association accepted the trust, with the understanding that the income should be paid after Mme. Curie's death to her daughter, Irene Joliot Curie, as long as she continued to work with the gram of radium which had been presented to her mother. The further use of the income will be determined by the directors of the Association, which thus still fosters distinguished work in the field of science.

CHAPTER XI

THE FELLOWSHIPS AWARDED BY THE ASSOCIATION

FORTY-THREE years ago, in 1888, the Western Association of Collegiate Alumnæ awarded its first fellowship for graduate study to Ida M. Street and in 1889 one to Arlisle M. Young. The next year this Western group joined its fortunes to the older organization, the Association of Collegiate Alumnæ. One year later, in 1890, Louisa Holman Richardson, the first European fellow of the Association of Collegiate Alumnæ, went to England for study. From that day to this, there has been a continuous procession of women scholars from the United States to Europe, under the ægis of this association of college and university-bred women.¹ At the quarter-centennial anniversary of its founding, Bessie Bradwell Helmer (then chairman of the Committee on Fellowships) wrote:

The success of your pilgrims of learning in opening doors of learning heretofore barred to their sex has been largely instrumental in adding to the international reputation of the Association of Collegiate Alumnæ as a vital force in the educational world. Your candidates have been the flower of the women students in the foremost graduate schools of the country. While the prodigy of learning, the monument of erudition, has been welcomed, your committee has been constantly on the lookout for the woman of original gifts who gives promise of being an inspired teacher, a great investigator, a leader in creative thought. While from the outset proficiency in research has been emphasized, broad attainments in scholarship have been demanded.

Your fellows have trod the path of the pioneer: the first woman admitted to the laboratory of the United States Fish Commission; the first woman to receive the Ph.D. degree from Yale University; the first woman admitted to Göttingen University; the first woman permitted to work in the biological laboratory at Strasburg Univer-

¹ For a list of all fellows of A.C.A., W.A.C.A., and A.A.U.W., see Appendix.

sity. The petition to the Ministerium asking that the University of Heidelberg might be empowered to grant your fellow the doctorate upon fulfilling the conditions was the first petition passed granting a woman this privilege of working for a doctor's degree in Germany. Your fellows were the first American women to receive the Ph.D. degree from a German university, and the first American women to receive the Ph.D. degrees from Göttingen and Heidelberg Universities.

In 1929, Margaret E. Maltby, herself a fellow of the Association, a member of the Committee on Fellowships for seventeen years, and for ten years its chairman, prepared a history of all fellowships awarded during the forty-one years during which the committee and the Association have furthered this great project. It is upon this accurate and complete history that the present chapter is based. Professor Maltby has given the history of each fellowship, with a *vita* and list of publications of each holder of each fellowship.¹

The Committee on Fellowships was constituted by the Association of Collegiate Alumnæ in 1889 and has had in its forty years of history nine distinguished chairmen. The list is as follows:

Christine Ladd Franklin	1889-1890
Alice Freeman Palmer	1890-1891
Bessie Bradwell Helmer	1891-1907
Florence M. Cushing	1907-1909
Anna Palen	1909-1910
Abby Leach	1910-1913
Margaret E. Maltby	1913-1924
Agnes L. Rogers	1924-1929
Emilie J. Hutchinson	1929-

¹ There is also included in the history a summary of the distribution of fellows by their subjects or fields of work, their academic rank, their rank as administrators, statistics as to those now engaged in research, medical work, social service or public welfare work, literary or editorial work, the present gainful employment of fellows, their marital status, and an alphabetical list of all fellows named in the history published by the A.A.U.W., 1929.

Only one fellow betrayed her trust in all these years. Her name was by vote of the Association stricken from the list of fellows and is not included in the one hundred and forty-seven listed in Professor Maltby's history.

With these chairmen have served from time to time many members of the Association — a list too long, however, for inclusion in this history. Through these chairmen, who have received the applications and, with the aid of members of the committees, have read the manuscripts, publications, and plans of work which the candidates have always filed with the applications, along with letters from their teachers or from other persons acquainted with them personally, as well as with the character of their work, the Association has acted in awarding these fellowships.

One of the first questions which will arise in the mind of the reader is how, with the limited funds at their disposal, the Association has throughout the years maintained the fellowship funds. In the early days they were derived largely through the efforts of individuals interested in the cause.

... Three special fellowships were given in coöperation with the Woman's Education Association for 1891, 1895, and 1897. One was given by Mrs. Phœbe Hearst in 1894, and one in 1902 from a fund secured from the Western New York Branch of the Association of Collegiate Alumnae through the efforts of Mrs. Elizabeth M. Howe, president of the Association. And one year, when funds for fellowships were low, the stipends were secured by gifts from the president of the Association, Mrs. Alexander F. Morrison, from Mrs. Rumsey and Mrs. Albright, by sums raised by Professor Perkins, of the Women's College of Western Reserve University, and through the efforts of Professor Abby Leach, chairman of the committee. Judge James B. Bradwell, of Chicago, paid for the printing and stationery of the fellowship work during the fifteen years his daughter, Mrs. Bessie Bradwell Helmer, was chairman of the committee, to which she gave most loyal service.¹

In 1919-20, fifty cents from the annual dues of each national member of the organization went into the fellowship fund. Beginning, however, with 1921, an appropriation of twenty-five cents from the annual dues of each national member of the organization has been added to the amount

¹ This and other quotations in this chapter are taken from the *History of the Fellowships* referred to above.

available, and with the greatly increased membership has made possible the increase of the stipends as well as the number of awards made. In some cases trust funds were turned over to the Association for administration, with the understanding that, where the trust fund itself did not afford an income large enough to make the fellowship desirable, the Association should from its own funds supplement these incomes so as to make the sum desired. The Association has, however, had to adopt the policy

of not accepting the award of a fellowship that does not carry an amount the committee considers the minimum for a fellowship, namely, \$1000; and in order to have fellows of the highest caliber giving their best efforts to their work, the Association cannot give less than \$1500 for research fellowships. The committee does not undertake the awarding of fellowships restricted as to eligibility or purpose in a way it does not approve.

A glance at the list of the fellowships shows to what an extent the Association has become the custodian of memorial funds and also how its Committee on Fellowships serves other organizations supporting fellowships. An illustration of this was furnished when the board of trustees of the American University Union in Europe asked the Committee on Fellowships of the A.A.U.W. to nominate two graduate women for two fellowships offered by M. Petit Dutailles, Directeur de l'Office Nationale des Universités et Écoles Françaises and Inspector-General of Public Instruction in France, in the name of the Minister of Public Instruction of the French Government. These fellowships were for study at the École Normale Supérieure de Sèvres. They were awarded for the two years 1919-21. The chairman of the Committee on Fellowships also served on the committee of the American Council on Education on Franco-American exchange of scholarships and fellowships to select American young women for the lycée and university scholarships and fellowships. This work was later taken over by the Institute of International Education.

In 1889, as a bulletin of the Association of Collegiate Alumnae there was published a list of fellowships and graduate scholarships offered to women by colleges, universities, and societies in the United States, and a list also of undergraduate scholarships offered to women by the nineteen

colleges and universities which were then members of the Association of Collegiate Alumnae. This bulletin was the first of its kind, and probably stimulated interest in graduate work in institutions at home. But the Association of Collegiate Alumnae was the first organization to stimulate the interest in graduate study abroad. This it did by its fellowship awards.

The fellowship which has had a continuous history since 1890 is the A.C.A. European fellowship, now known as the A.A.U.W. European fellowship.

The conditions of its award have been practically the same since 1890. It is open to any woman having a degree in arts, science, or literature, who has met all the requirements for the Doctor of Philosophy degree with the possible exception of the completion of the dissertation. This fellowship is awarded only to one who gives promise of distinction.

The European Fellowship was for \$500 up to 1920-21, when it was advanced to \$600; for one year thereafter it was \$750; in 1922-23 it was raised to \$1000, in 1926-27 to \$1200, and in 1927-28 to \$1500, its present amount.

The next fellowship to be established was in memory of one of the group of founders of the Association — Alice Freeman Palmer.

One chairman of the committee for raising this fund was Mary Harriman Severance,¹ and it was through her personal guarantee of the \$500 stipend that it was possible to make the first award in 1908-09. In 1910, the Association undertook to offer it annually, supplementing the interest on the fund raised by the committee. By 1916 the stipend had become quite inadequate for the type of fellow the Association wished. Dr. Olive C. Hazlett, who received the award in 1916-17, resigned it to accept the \$1000 Wellesley College [Alice Freeman Palmer Memorial] Fellowship. The Committee on Fellowships recommended that thereafter the stipend be raised to \$1000 and that it be awarded biennially or as often as the funds permitted. The next seven awards were for this amount. In 1926-27, it was increased to \$1200, and in 1927-28 to \$1500, which amount it now carries.

¹ Mrs. Severance left by will in 1914 the sum of \$5000 to the Alice Freeman Palmer Fellowship Fund.

From the first it has been a research fellowship. As announced, 'Candidates for this research fellowship of \$1500 must not only have the degree of Doctor of Philosophy or Doctor of Science, but must also present evidence of distinctive subsequent accomplishment in research.'

The Boston Branch of the A.C.A., one of the first branches established after the Association was formed, offered, in 1912-13, the fellowship known as the Boston Alumnæ Fellowship. The Boston Branch, aided by 'the Radcliffe Alumnæ Association, the Boston Alumnæ Club of Smith College, and by alumnæ of Bryn Mawr, Vassar, Wellesley, and Boston University, offered a graduate fellowship of \$500 for the purpose of stimulating scholarship among women. They announced that the holder of the fellowship must be a woman "who is a graduate of an approved college, of good health and excellent character, and who has proved her ability and initiative. The fellowship must be used in Europe or America for one year of constructive work and not for the purpose of general culture." This fellowship has been offered at intervals ever since. The amount of the fellowship remained \$500 until 1927-28, when it was \$800 and in 1929-30 \$1000. With a higher stipend support comes from the original group and the Boston alumnæ clubs of Mount Holyoke, Wheaton, Simmons, Massachusetts Institute of Technology, and Radcliffe College, and private donors.' The announcements more recently have added this statement: 'This fellowship may at the discretion of the committee on award be given to an applicant who submits a report of a limited amount of investigation, provided the work is of a high quality and shows exceptional promise.'

When two fellowships in memory of teachers of distinction were established by their friends and pupils — the Anna C. Brackett Fellowship in 1913-14, and the Julia C. G. Piatt Fellowship in 1918-19 — they were entrusted to the A.C.A. for award.¹ The funds of each allowed the award of \$640

¹ The trust funds themselves were later turned over to the A.A.U.W.

only in alternate years. It was evident that the stipend should be increased in order to make them adequate, and the Association has therefore supplemented the fund to bring each fellowship at the present time to \$1000. These fellowships are awarded, the one biennially, the other triennially, and on the same terms. 'The fellowships are open to any woman having a degree in arts, science, or literature, who intends to make teaching her profession. In general, preference is given to those applicants who have had successful experience in teaching and in addition have completed at least two years of graduate study. The award is based upon evidence of character and ability of the candidate and promise of success in teaching.'

The United States has long been in communication with its neighbors to the south, and at the time of the second Pan-American Scientific Congress 'some members of the Women's Auxiliary Committee of the United States of that Congress who were also members of the A.A.U.W. (then A.C.A.) were convinced that acquaintance was the first essential in friendly relations and that they could be furthered best by fellowships.' ¹ Since more than forty fellowships had been established for men students, the Association of Collegiate Alumnae decided to establish an annual fellowship open to women coming from the Latin-American Republics and who wished to study in the United States. It was first awarded in 1917-18. The applicants must be nationals of the Latin-American republics. The fellowship, which at the outset carried only the amount of \$500, is at present \$1500 annually.

In 1908, no report was presented by the Committee on the Joint Fellowship of the College Settlements Association and the Association of Collegiate Alumnae. It was voted by the Executive Committee 'that the Joint Fellowship of the

¹ In 1917, the Indianapolis (Indiana) Branch of the A.C.A. reported that it was making plans for a better understanding between North and South America by bringing a young girl to this country from South America, and by giving her a four-year course in a North American college. This interest in a mid-West branch is significant.

College Settlements Association be discontinued and the Committee on Awards dropped.' This joint fellowship in a pioneer field had been awarded in 1904-05 to Frances A. Kellor, and was awarded again in 1905-06 and in 1906-07. To this joint fellowship the Association of Collegiate Alumnae contributed annually \$200.

Thus the plan of making use of the Fellowship Committee's technique and procedure was not novel when in 1918-19 the Gamma Phi Beta Sorority, in offering a social service fellowship, asked the committee of the A.C.A. to make the award. This fellowship, now called the 'Lindsey Barbee Fellowship,' is devoted to preparation for the profession of social service in a graduate school of recognized standing. The fellowship is open to women graduates of accredited colleges 'who have done at least one year of graduate work including some courses in the department of social science.' It was first offered in 1918-19, and carried a stipend of \$500 until 1928-29, when it was raised to \$1000 and is awarded in alternate years. In 1924-25, the Phi Mu Sorority asked for the same privilege in offering a thousand-dollar fellowship annually for graduate work, 'open to American women having a degree from any university or college in which Phi Mu has a chapter.' In 1926-27 and again in 1928-29, the Alpha Xi Delta Fraternity offered, through the A.A.U.W. Fellowship Committee, a fellowship of \$1000 for graduate work in the field of medicine or in that of mental science.

Through the efforts of Christine Ladd Franklin, herself a distinguished scientist,¹ the award of the Sarah Berliner research and lecture fellowship was established and became finally one of the fellowships of the A.A.U.W. At the quarter-centennial meeting of the A.C.A. in 1907, Dr. Franklin, as chairman of a special committee which had been

¹ Dr. Franklin died in March, 1930, just as this chapter was being prepared. In an obituary notice in the *New York Times*, she was called 'the most distinguished woman scientist in the country.'

appointed to consider the question of the endowment of fellowships, brought forward a plan as far-reaching as any which had ever been presented to the Association. She said, in speaking of the restrictions upon women in opportunities offered them to hold positions, 'All we ask for our sex is that positions in colleges to which women are admitted as students should be filled in this same dispassionate way by the brilliant and distinguished among Doctors of Philosophy without regard to sex or with very little regard to sex — with the understanding, say, that whenever the woman applicant for a position is distinctly superior to the man, she shall have the position. It is this state of things that we are anxious to hasten the coming of by the device of what may perhaps be better called a modest intermediate step toward an endowed professorship — a research fellowship and lectureship; that is, an endowed fellowship for purposes of research with the condition attached that the incumbent should be allowed during her year of residence to deliver at least a brief course of lectures.' Mrs. Franklin then made the recommendation that, other things being equal, the Alice Freeman Palmer Fellowship be awarded 'to women who have already taken the degree of Doctor of Philosophy and who have in contemplation some important piece of investigation on lines already to some extent mapped out.' She reported a little later with the greatest enthusiasm that the first of such endowments had been secured in the donation of the sum of \$12,500 to the founding of a research fellowship for women in the subjects of physics, chemistry, and biology, the endowment made by Mr. Emile Berliner, of Washington, D.C., in memory of his mother. An independent committee of scientists, of which Mrs. Franklin was chairman, made the award of the fellowship until 1919-20, when the award was entrusted to the A.C.A., and the Committee on Fellowships of the Association was made the Committee on Awards. The securities and monies constituting the principal of this fund were turned over to the A.A.U.W. in 1928. This

fellowship is open to American women 'holding the degree of Doctor of Philosophy or Doctor of Science or, having an equivalent preparation, who give promise of distinction in the subject to which they are devoting themselves.'¹

This fellowship is in effect two fellowships of which one or the other (but not both) will be awarded each year:

1. A fellowship of \$1200 for research only.
2. A docentship of \$1500, the holder of which shall have arranged to continue research with the giving of one or more courses of lectures in the university at which she proposes to reside.

The story of the founding of the Rose Sidgwick memorial fellowship is told in full elsewhere.² The fellowship is open 'to British women of graduate standing for graduate study in American colleges or universities' and 'was decided upon as the memorial best expressing Miss Sidgwick's... ideals of friendship between the women students of the two countries.' In 1927, the Association decided to offer this fellowship biennially as a two-thousand-dollar award. Since this fellowship was established, seven women have held it, working in fields ranging from plant pathology and astrophysics to psychiatry, biology, and eighteenth-century English literature.

As a result of the part it had taken in the formation of the International Federation of University Women, in 1923-24 the A.A.U.W. began offering its international fellowship.

For two years this carried a stipend of \$1000, the next year \$1200, and since that time \$1500. 'The fellowship is open to all members of associations or federations of university women forming branches of the International Federation. The fellowship is tenable at any approved university or institution in a country other than that in which the fellow has received her previous education or habitually resides.' The A.A.U.W. hopes to continue this fellowship until the Million Dollar Fund for international fellowships is completed — or at least is approaching completion.

¹ Although, as has been said, the fellowship was not awarded by the Association until 1919-20, Professor Maltby has, nevertheless, in order to make a complete record, included all the Sarah Berliner fellows in her list.

² See Chapter XXI.

Owing to the strain which the purchase of the Washington headquarters and clubhouse entailed upon the members, this fellowship was not offered in 1925-26, but the members of the Association

who attended the biennial meeting of the International Federation of University Women in Christiania (Oslo), Norway, in 1924, were so impressed by the generous and gracious hospitality provided by the Norwegian, Swedish, Danish, and Finnish federations that they decided as individuals to raise the amount and have a thousand-dollar International Fellowship offered by the A.A.U.W. for the year 1925-26, to be called the Scandinavian Fellowship and to be awarded by the Committee on Fellowships of the International Federation. It was open to members of the associations or federations of university women forming branches of the International Federation. The committee awarded it to Dr. Ethel McLennan, of the University of Melbourne, Melbourne, Australia.

Yet another fellowship has been awarded through the Association:

A fund raised by the Vassar classmates and friends of Mary Pemberton Nourse provides a memorial fellowship of \$1500 offered biennially. The candidate must possess a bachelor's degree or its equivalent. She must also have completed a minimum of either two years of graduate study tending toward public health work (for instance in such subjects as biology, chemistry, the medical sciences, economics, sociology), or two years of practical work in the field of public health.

The fellowship may be used for any work along the lines of public health which shall be approved by the committee.

This fellowship has been awarded since 1925-26.

Such devoted work as Miss Maltby gave without stint and with the greatest discrimination is the sort of thing that can never be adequately rewarded, but the Association wanted very much to show its appreciation of what Miss Maltby had contributed in time and strength and discriminating judgment through the seventeen years of her connection with the committee. As a consequence there was first awarded in 1926-27 the Margaret E. Maltby Fellowship, named in honor of this loyal member of the Association

whose connection with the organization began in 1882, and who had herself been a holder of the European fellowship of the Association in 1895-96.

In 1927-28, a special pre-school fellowship was awarded. This fellowship was not continued because of other fellowships in this field which other organizations were prepared to offer. It was therefore thought wiser that the Association should for the present reserve its fellowships, first, 'for assistance to the young scholar in her dissertation for the doctorate, or in that stage when she needs opportunity to continue research beyond the doctor's dissertation to give her confidence in her ability to make a contribution and to establish the habit of research; and second, to give the independent scholar the opportunity to collect the material she needs in her well established field of research.' Moreover, since some fellowships of other organizations have an age limit, the Association wished to be free to assist scholars outside this limit who should be continuing valuable contributions and whose maturity made their studies even more helpful than those of younger women.

It is impossible to give the names or the details of publications and services which the fellows of the Association have rendered the cause of education and public service in the United States. Whether, however, they hold professorships in colleges and universities, or are pathfinders in the newer psychology and social service, whether they teach in the classroom or go to the ends of the earth in the interest of science and of human welfare, the record is everywhere one of which women may well be proud. Many of them belong to the branches of the Association throughout the country, and as they speak at meetings of the Association and bear their witness to what the privilege and opportunity for advanced study has meant to them, the members of the Association are thrilled to have even a small part in a project so worth while. Merely to read the titles of the hundreds of publications listed in the history of the fellow-

ships is, it would seem, a complete refutation of the contention that women are not fitted to do original and distinguished work. Of the fellowships awarded by the Association, forty former holders are included in the biographies of 'American Men of Science.' Of these, seven are starred as among those scientists who have made the most important contributions to research in their respective fields. Four fellows of the Association have, subsequent to holding fellowships from the A.A.U.W., held Guggenheim Memorial Fellowships, and of these four, three have held the Guggenheim Fellowships twice. Of academic rank attained by fellows of the Association, twenty-two are professors in women's colleges and eleven in coeducational institutions; thirteen are associate professors in the former, nine in the latter. Of all ranks in the women's colleges there are fifty, of all ranks in the coeducational institutions there are thirty-two, besides which there are eight with academic rank in foreign universities and five in the secondary schools of the United States. Of these, sixty-four are at the present time engaged in research, thirteen are either directors, deans, or heads of departments in women's colleges, nine in coeducational institutions. Of this latter group engaged in administration, one is director of an astronomical observatory, while others are heads of departments of hygiene, bacteriology, and pathology, German, physiology, chemistry, physics, Latin, art, history, and science. Two are deans in universities, one is the president of a college, one is organizer of an institute in human embryology, and four are directors of special projects under university auspices. Another is director of a municipal pathological laboratory, yet another is director of a government dental project, a third is head of a pioneer department for children in a foreign library, a fourth is director of a child study department for a board of education, and a fifth is sister superior of a convent of the Protestant Episcopal Church. In the field of medical work there are four institutional physicians and psychiatrists, two

physicians with private practice, four teachers in medical schools, and four who hold research positions with no teaching. In addition, many fellows are teaching or doing research in science contributory to the field of medicine. In the field of social service or public welfare there are many pioneers, among them one investigator of a children's court and a county court, the present secretary of the Committee on International Relations of the A.A.U.W., and a staff member of the American Social Hygiene Association.

Several fellows of the Association were active during the war in some branch of the service. One fellow, Ruth Holden, died as a result of her war service in Russia, and yet another did important executive work for the relief of the children in Austria. Of former fellows of the Association engaged in editorial work may be listed the associate editor, *Journal of Commerce*; the associate editor, Webster's Dictionary; the assistant editor, *Journal of Chemical Education*; the editor, Publications Series, *Institute for the Coördination of Women's Interests*; the editor, *The Pre-School Child*; copy-writer and editor for a lecture bureau; and writer of a monthly section in the *New York Times Current History*. The president of the Association of University Women from 1923 to 1927, Aurelia Henry Reinhardt, President of Mills College, held the European fellowship of the Association in 1905-06.

The A.A.U.W. thus awards annually about \$14,000 in fellowships to women, of which over \$10,000 comes from its own income, and yet for the eleven fellowships to be awarded in 1929-30, there were one hundred and fifty-nine applicants from the United States, four from Latin-America, and eighteen from nine foreign countries.¹

¹ In 1915-16, the Baltimore Association for the Promotion of the University Education of Women offered a fellowship of \$600 for 1915-16, available for study at an American or a European university. It was to be awarded preferably to women who have done one or two years of graduate work. Further preference was to be given to women from Maryland and the South by whom the fellowship might be held two years in succession. The A.C.A. coöperated with the Baltimore Association to the extent of publishing the advertisement of this fellowship in the *Journal of the A.C.A.*

Although the interest of the branches of the Association in offering scholarships locally goes back to the founding of several of them, the whole movement was greatly stimulated by the publication in November, 1907, of a special bulletin entitled 'The Scholarship Opportunities Offered to Women Students by Institutional Members of the Association of Collegiate Alumnae.'¹ The information here gathered together was compiled by the Committee on Scholarships of the branch in St. Louis, Missouri, and listed all fellowships, graduate and undergraduate scholarships for which application might be made. There were also listed loan funds open to 'needy and meritorious students' in the different institutions. Doubtless this bulletin stimulated a movement already under way.

In 1929-30, the branches of the Association offered scholarships to undergraduate women of the value of almost \$25,000 each year. Many branches maintain loan funds for the purpose of aiding girls to finish their high-school course or to help young women in colleges and universities. These loan funds total thousands of dollars, of which possibly \$25,000 is in circulation most of the time, in sums varying from \$25 to \$100.

But even this program is to be further supplemented. One of the underlying projects in forming the International Federation of University Women was that of providing fellowships by which students of one country might visit another country for the purpose of study and wider acquaintance. The national convention of the A.A.U.W. meeting in 1927 passed the following resolution:

That the convention approves the plan of raising a fund of not less than a million dollars for international fellowships, on the understanding that no quotas shall be assigned; that donors may, if they wish, designate whether their gifts are to be applied to the International or National Fellowship Fund, and that any money undesig-

¹ See *Publications of the A.C.A.*, Series 3, No. 15, *Special Bulletin*, November, 1907.

nated shall, for the first year, be divided equally between the two, and after the first year as the committee and the board of directors shall decide.

Fellowships created from the money designated as 'international' are administered by the International Federation of University Women. Fellowships created from the money designated as 'national' are administered by the American Association of University Women. The treasurer's office particularly desires that all contributions be designated 'national' or 'international.'

Many groups have undertaken the endowment of one fellowship as their share. The Philadelphia Branch is raising \$30,000 for 'The Marion Reilly International Fellowship' in memory of Marion Reilly, former Dean of Bryn Mawr. Other memorial fellowships are under discussion.

'It has been suggested,' says the bulletin setting forth the plan, 'that while \$30,000 was decided upon as the amount needed to endow one fellowship, it might be better to set \$40,000 for a goal. For \$30,000 invested in the safe securities which the Association requires, yields only about \$1200 a year; and while this will "do in a pinch," it will mean a program of rigid economy for the holder of a fellowship. The annual income from \$40,000 will give relief from money concerns and leave the mind free for study and research.' In establishing this fund there was provided an Advisory Committee headed by Dr. Virginia C. Gildersleeve, Dean of Barnard College and formerly President of the International Federation of University Women. Men and women from every part of the country are serving on this committee, in which the intellectual interests of North, South, East, and West are represented. The actual working group is under the chairmanship of Dorothy B. Atkinson — 'The National Appeal Committee for the Million Dollar Fellowship Fund,' as it is called.

That the need for funds is universal need hardly be mentioned, but so stirring a plea was made at the Council Meet-

ing of the International Federation of University Women in 1928 by Dr. Johanna Westerdyk, Professor of Plant Pathology at the University of Utrecht, that it seems worth while to quote from it here. Dr. Westerdyk first raised the question as to whether there was any need to provide fellowships solely for women. In reply she pointed out that in practice women were frequently disqualified for opportunities both as regarded government awards and those given by great foundations, although in theory these were open usually to men and to women.

There could be no doubt [said she] that it was the duty of the Federation to make every effort to create fellowships for university women to enable them to carry on research, whether they were young women working for advanced degrees or more mature women already recognized in their field of work. In making the awards, the first aim of the committee was to find the candidate with the right scientific attitude, but they thought also of the international aspect and tried to send out scholars and scientists who would appreciate the riches other countries had to offer them and to look for the things of the heart and soul as well as those of the mind.

Upon this Million Dollar Fund the women of the A.A.U.W. are working. A special representative was put into the field in the fall of 1928 in the person of Emma H. Gunther, who was on leave from her teaching position in New York City. Everywhere the plea Miss Gunther put forth met with a satisfying and enthusiastic response. In two sections of the A.A.U.W. — the Southwest Central and the Northwest Central — the fellowships were awarded for 1929-30, although the sum which these sections had pledged had not been raised.

It is hoped that in five years the A.A.U.W. will have its fund raised and thus again go on record as furthering a great idealistic project.¹

¹ In 1929 the name of the Committee on Fellowships was changed to the Fellowships Award Committee. Under these two captions its proceedings will be found from 1889 to the present time. See Bylaws as revised, 1929.

CHAPTER XII

RESEARCH IN CHILD STUDY AND EUTHENICS

AMONG the earliest advocates of child study in this country were Mrs. Talbot, founder of the Association of Collegiate Alumnae, and Dr. William T. Harris, Commissioner of Education for the United States. As secretary of the Education Department of the American Social Science Association, Mrs. Talbot had personally consulted with Charles Darwin, and with her customary vision had given real impetus to a movement which out of small beginnings grew to be a great field of investigation. The Association of Collegiate Alumnae had not, as we have seen, been in existence a decade when the first machinery was set in motion to study what to-day is called 'the pre-school child.' This study was instituted by the appointment in 1890 of the 'Committee on the Development of Childhood,' consisting of Annie Howes Barus, Mary Sheldon Barnes, and Martha Foote Crow.

In making her first report in 1891, Mrs. Barus gave a masterly survey of the recent work which had been done in the field, and in view of the pressing need for systematic observers in the study of child life and the special fitness of college women to undertake the work, recommended that the Association of Collegiate Alumnae bend its energies to the task. The committee next prepared a schedule for observations on child life, which received the hearty endorsement of eminent specialists. By 1892, a number of observations had been collected, and not only was the committee asked to publish the results through the periodical press, but (what was unusual in those days of high thinking and plain living) the sum of fifty dollars was appropriated for the use of the committee.¹

¹ The Washington Branch records through its first secretary, Mrs. Gertrude Bascom Darwin, Vassar '78, that having at first no use for its branch dues, it was finally suggested that help be sent to the general Association.

The name of Millicent W. Shinn, destined to play a notable rôle in the history of the movement for child study, first appeared in the records of the Association when in 1894 she became a member of the Committee on Development of Childhood. In October of that year, Miss Shinn presented a paper on 'The Baby's Mind — A Study for College Women,' which was published by the Association. In this paper Miss Shinn made frequent reference to the experience of the Child Study Section of the California Branch and urged upon the members the noting down, with great accuracy but without comment or interpretation, any suggestive or noticeable act or expression of the child under observation. She further recommended connected biography, continuous as to a single topic at least, as the best method to follow in compiling the notes. Her comment on college women was that they proved unexpectedly candid and exact observers, but added that they had not shown persistence and fidelity in keeping records. The committee urged the necessity for a really scientific attitude toward the work outlined by Miss Shinn and her colleagues, if the results were to be of any real value. For they maintained — and rightly — that the undertaking was of great importance, linked up with the labors of expert psychologists in the field of the study of child life. Attention was called to the clubs formed for the same purpose among the graduates of Newnham and Girton Colleges in England, where admirable coöperative work was being done. Miss Shinn herself became in 1895 the chairman of the committee and was able in a year to report that sub-committees had been formed in eight branches. In 1897, the number of these sub-committees had increased to ten. This increase of interest and activity led the committee to outline methods of study and means of unifying the work done. A general falling-off in organized work was reported later and attributed in part to the decline in the number of people disposed to join in the work of original inquiry, and in part to the absorption of the Association in public school

questions. It was admitted by the chairman in her report in 1899 that organized work by syllabic or study clubs presents special difficulties, involving as it does not only the collating and coördinating of individual observations, but also in turn the close and trained attention of some one person. On the other hand, the net product of the year had been larger than ever before because of the activity of individual members who were especially interested in the problem and saw its possibilities for development along other lines. In 1900, the report of Miss Shinn was more encouraging, for she was able to announce that the net results of the year had been far and away the most encouraging yet reached. The reports of this committee covering a series of years afford a mass of valuable testimony as to the historical development of the study of child life, the difficulty of arousing general interest, and the subsequent drift of the subject into the hands of highly specialized scholars. For instance, in 1907, in her report, Dr. Shinn brought out the fact that her committee had collected a vast amount of material which she felt would be most valuable for research in this country and abroad, especially in Germany. She lamented the fact that the A.C.A. had no money for printing and publishing this material over its own name, and stated that while it would 'be easy enough to get the material printed in other journals or through the Bureau of Education or the Carnegie Fund,' she thought the A.C.A. should have the credit for so important a piece of research. Considering the whole matter, it was inevitable that in 1908, although recognizing the great value of the work which had been done, the Association should direct the general secretary to communicate with the chairman of the committee as to the advisability of its continuance. It was decided to go forward, but as a sub-committee of a larger group which just at this juncture the Association decided to form. A few years before a national conference on child welfare had been formed, and the disappearance of Dr. Shinn's committee as

a separate entity was not so regrettable as it would have been had not its work been carried on with adequate funds and on a larger scale under what soon came to be The Children's Bureau of the Federal Government with Julia C. Lathrop as its first director. Miss Lathrop gave before the Association in 1913 so masterly a presentation of the Bureau and its possibilities that it was evident research problems could and would be carried to publication and so perhaps to a wider education of the public than could possibly be the case under a voluntary organization like the Association of Collegiate Alumnae. The pioneer work which had been done, however, was of lasting importance. The years from 1890 to 1915 — a quarter of a century — during which the development of childhood had been a subject for research under the auspices of the A.C.A., had covered a period most fruitful in the field of science, pure and applied. For women, the home, both in its traditional sense and in its larger aspect as the community in which one lives, had become the object of research, and not only were such subjects as sanitation and nutrition being investigated, but the whole problem of human life and its environment had formed the basis, not only of new courses for students, but also of work in research for teachers. From a vision of research by a little group of pioneers in college education, the study of childhood, of family records, and indeed a whole program which was just being proposed have been carried forward by departments in colleges and universities, by commissions and bureaus under state and federal governments, and have even formed part of the program of the international union called the League of Nations.

Nor was the basic subject of child study abandoned for good and all. With the advent of an educational secretary for the Association in 1922, the work received a new impetus, was immensely widened in scope, and is to-day one of the compelling interests of the organization nationally and locally.¹

¹ See Chapters XXIII, XXVI, XXVII, XXVIII, *passim*.

There had been no more outstanding scholar in the membership of the A.C.A. during the years of its whole existence than Dr. Ellen H. Richards. Her work had been of great variety and importance, and it was entirely suitable that when in 1908 it was proposed to form a committee on Eugenics which should combine the study of health, physical education, child study, and other kindred subjects in which the Association and its branches were interested, Mrs. Richards should become its chairman. She at once asked that the name be changed to Euthenics — a word of her own coining which meant, in her own words, 'the science of controllable environment.' Thus the Committee on Euthenics came into existence in 1909, with Dr. Shinn's Committee on Child Study as a sub-committee, together with another sub-committee for the Study of Family Records under Dr. Frances G. Davenport and one for Environment under Alice W. Wilcox.

The first and only report of the Committee on Euthenics while Mrs. Richards was chairman was made before the Association at its convention of 1910. Mrs. Richards began by defining the aim of her group — 'to suggest immediate and practicable ways of increasing the efficiency of the present human race.' Her program was indeed an ambitious one, for it embraced education of the public 'to esteem better environment,' to arouse people 'to the waste of life and the possible saving,' to the need of child study and care, to the necessity of medical inspection in schools, to the relationship between employer and employee, and to better budgeting 'of income and expenditure by the salaried class.' For the first winter Mrs. Richards reported that a beginning had been made in a study of the psychology of home life, and had made use of the work and leadership of Dr. Shinn and her collaborators in their child study work. But Mrs. Richards' committee had scarcely been organized before her death occurred. Martha Van Rensselaer took over the chairmanship thus left vacant (1911), albeit reluctantly, for, as she

said, it was the child of Mrs. Richards' hopes and aspirations, which her disciples could carry out but haltingly. Almost at once it was perceived that here again scholars trained in special fields must do the work, and again the Association had no funds adequate for the purpose. There was published, however, on recommendation of the Committee on Euthenics, a scientific report ¹ of the sub-committee on Eugenics, prepared by Dr. Effa Funk Muhse, entitled 'Heredity and Problems in Eugenics.' After two years of no reports other than the request for the publication of Dr. Muhse's paper, the Committee on Euthenics was in 1915 disbanded, the sub-committees disappearing with it.

¹ This report appeared as No. 2 of Vol. VIII in Publications of the A.C.A. (March, 1915).

CHAPTER XIII

SOME EARLY COMMITTEES

IMMEDIATELY upon the organization of the Association the anticipated value of a union of graduates from different institutions was realized, and a friendly and cordial spirit of helpfulness pervaded the membership instead of the jealous rivalry predicted by some outside cavilers. Naturally there was much ignorance on the part of the members concerning the methods of life and work followed by the colleges they represented, and measures were taken as early as the second year to inform the members of advances made in collegiate training. As a consequence a series of papers describing the characteristics of the colleges was given to the Association in October, 1883. At the same time a Committee on College Work was appointed to investigate the requirements of the collegiate courses in the different institutions. The members began at once, through their alumni associations and in other ways, to pass on suggestions for their own colleges which had come to them through the Association. Under date of January 22, 1887, the following announcement appears:

The Association has decided to establish a Bureau of Collegiate Information to be under the charge of Mrs. Kate Morris Cone, of Hartford, Vermont. The object of the Bureau will be to collect trustworthy facts and statistics concerning the history of the movement for the collegiate education of women, the opportunities now offered, and the results secured, as well as theoretical arguments for and against the higher education. Members are urged to aid in furthering the practical usefulness of this plan by forwarding to Mrs. Cone such pamphlets, magazine articles, newspaper clippings and titles of books bearing on the subject from different standpoints as may come to their notice. The information thus secured will be classified in readiness for reference.

Thus there came into being a Committee on Collegiate Information under the leadership of Kate Morris Cone, who for ten years conducted a clearing-house of great value. The members aided her in garnering an immense amount of information concerning various phases of the higher education of women. Questions covering a wide range of topics, such as the 'cottage' system of dormitories, graduate study, financial aid for poor students, arguments for collegiate education, occupations other than teaching and gifts of women to educational institutions were referred to the Bureau. The urgency as well as the frequency of some of the inquiries led in several cases to the preparation of special papers which were presented to the Association and later published for distribution.¹ The general work of the committee was merged in 1894 with that of a Committee on Educational Progress which had been established in 1889. In 1895, Martha Foote Crow, who had been chairman of the latter committee from the beginning, became chairman of the joint committee and so continued until 1899, when it was discontinued and its duties assigned to other agencies.

The branches of the Association, however, have in many cases made the work of collegiate information a vital part of their program. It has been for many years the custom, for example, for the branch at Kenosha, Wisconsin, to have annually an afternoon tea to which all young girls who are seniors in the high schools, both public and private, are invited. The first part of the program has been an address on going to college. The second part has been a series of conferences in different rooms of the building where the tea is held, each conference headed by a representative of some college or university who is prepared to give specific information as to the courses available, the faculty, the social life, expenses, etc., of the institution she represents. The whole

¹ See Chapter XXIV for publications in connection with the work of this committee. Also Chapter XXVIII for a present-day continuation of Mrs. Cone's work.

program has been of unquestioned value, especially to those girls whose families have had no experience upon which to draw to ensure wise guidance and planning for their daughters' future. Many branches have similar programs.

On another side, the work of Mrs. Cone's bureau passed over several years later to the Committee on Vocational Opportunities, and still later to the Bureau of Occupations.¹ Several times after Mrs. Cone's committee ceased to function, the proposal was brought to the Association that a bureau which would serve not only as a source of information regarding various institutions, but also as a clearing-house for women teachers in colleges or universities, letting applicants know of vacancies, and informing institutions of available women scholars for various departments, might well be sponsored or even operated by the Association. But conducting such a bureau takes paid experts, and takes money — and the Association has never had funds equal to its vision.²

Another early committee did pioneer work of great value. In January, 1888, the Executive Committee was 'instructed to appoint a standing committee on the endowment of colleges to represent the Association of Collegiate Alumnae in its desire to strengthen the already existing colleges for women and to discourage the establishment of new institutions with inadequate endowments.' Until the committee could be organized, Florence M. Cushing and Ellen M. Folsom were asked to serve. At the meeting of the Executive Committee almost immediately following, the committee was appointed with Alla W. Foster as its chairman and Alice Freeman Palmer, Marion Talbot, Martha Foote Crow, and Abby Leach as members. The membership of

¹ See Chapter XVII.

² By two other committees, however, has the work begun by Mrs. Cone been carried on in later years — the Committee on Recognition of Colleges and Universities, now called the Committee on Membership, and by the Committee on Maintaining Standards. See also Chapter XXVIII.

the committee changed from time to time, but Miss Foster remained as chairman until 1904, when she was succeeded by Lucia Clapp Noyes.

The immediate occasion for the appointment of such a committee by the Association was the offer of a Mr. Fay to provide six hundred thousand dollars for an institute for girls, 'provided some town near Boston would contribute four hundred thousand dollars for buildings and equipment.' At the same time rumors were rife of similar plans on the part of other individuals, with no assurance in any one of the proposals that desirable educational standards would be inaugurated or maintained. The Association of Collegiate Alumnae had in its short life accumulated a stock of experience which might well be useful in meeting such situations. Furthermore, no other organization had such a background or such machinery as had the A.C.A. It was therefore not a matter of egotism, but of plain common-sense that the A.C.A. should feel that tasks of safeguarding the educational interests of women could not be shirked, and that it was the proper — and indeed the only — agency by which these tasks could be performed. Furthermore, it stood ready to do everything possible to enlarge the resources of the institutions already in existence. In October, 1888, almost as soon as it was organized, the Committee on College Endowment reported a plan whereby there might be secured definite information concerning the special needs of the colleges and universities then members of the Association. In accordance with this plan, the alumnae of the individual institutions were requested to forward to the committee such facts as would aid it in making any action it might take both intelligent and effective. That the project was a wise and necessary one is evidenced by the enthusiastic responses received at once, and before a year had passed, letters were received from the presidents of all the institutions on the Association's membership list, expressing approval of the work which the committee proposed to undertake. There was as

yet no cry of 'overcrowded colleges,' so that the issue was clearer than it would have been even ten years later.

The importance of directing public attention to the financial needs of American colleges and universities was recognized, and papers presented to the A.C.A., on 'Women's Gifts to Educational Institutions,' by Frona M. Brooks and Kate Morris Cone, and on 'Needs and Endowments of Women's Colleges,' by Frances M. Abbott, as well as reports from interested alumnae, all testified to the necessity for education on the subject in every possible quarter. An especial appeal was put forth in 1890 entitled 'The Financial Needs of Colleges,' drawn up by the Committee on College Endowments. After a general statement to the effect that 'the influence of colleges and universities is limited in large measure by the narrow resources at their command, although they stand ready to meet, if not to anticipate, any rightful demand which an enlightened public sentiment may press upon them as sources of intellectual activity and usefulness,' the leaflet presented rather specifically the needs of the fourteen institutions belonging to the Association. Although it was, of course, almost as a voice crying in the wilderness, nevertheless it was striking evidence of the vision of this group of younger women when they said: 'The instruction of undergraduates is no longer the whole duty of our high institutions of learning. To become a real force in the intellectual development of the human race by increasing the sum total of knowledge should be the noble ambition of American scholars as it has long been the pride of the European universities. If the monied men of the United States could be made to realize the importance of concentrating their educational gifts in order to promote this object, a powerful impetus would be given to original investigation.' The leaflet closed with an appeal to public benefactors interested in secondary education to keep in mind 'the needs of the many academies and seminaries whose heritage of fine buildings and glorious traditions threatens to

succumb for lack of the financial support which modern methods of instruction require.' ¹

A different angle of the problem was set forth in a paper presented in October, 1891, by Millicent W. Shinn and Charlotte Anita Whitney on 'The Financial Condition and Needs of the Colleges and Universities of California.' The question immediately rose as to the advisability of any local branch undertaking the raising of special endowments for particular institutions. The question had some rather serious implications and therefore was referred for consideration to the Committee on Endowment of Colleges, who the following year recommended that 'no restrictions be placed on the branches as far as endowments, scholarships, and fellowships are concerned; but it was suggested that no branch shall undertake the endowment of a professorship unless authorized by the directors of the Association.'

Continuing its work, the committee in 1893 made a report in which were embodied statistics of the money contributed by women to educational institutions since 1880. Here the interesting fact emerged that women had given much more generously for the education of men than for that of their own sex. It was shown that women had given five times as much as for the education of men in separate colleges as for the education of women in separate colleges, and nearly twice as much as for women alone and for men and women together. The figures were prepared in the form of a chart for exhibition at the World's Columbian Exposition, while the report itself, including a discussion of the figures and an appeal not to 'allow another thirteen years to pile up millions of dollars for the education of men and only hundreds of thousands for that of women,' was ordered printed for general distribution.

One of the most conspicuous achievements of the com-

¹ See an article in the *Atlantic Monthly* for November, 1927, entitled 'The Question of the Woman's Colleges,' for almost exactly the same words, nearly forty years later than the appeal above referred to.

mittee came about in 1894 in connection with the petition of a group of influential men and women in Cambridge and Boston, interested in the Society for the Collegiate Instruction of Women, popularly known as 'The Harvard Annex,' for an act of incorporation of a college to be known as Radcliffe College. Opposition had, of course, developed the moment the project was ready for presentation. Petitions giving different reasons for opposing the proposed charter were presented by a group of 'New York Citizens and Alumni of Harvard University' and the 'Alumnæ of the Harvard Annex.' 'The Annex Fund Committee of the Woman's Education Association' also put on record their objections, but all this opposition was on other grounds than that specifically felt by the members of the Association of Collegiate Alumnæ. The Committee on Endowment of Colleges of the A.C.A.¹ believed that the resources available and the guarantees as to the standard of scholarship to be maintained were not sufficient for a college worthy of the name, even though an indefinite arrangement with Harvard College was offered. Undaunted by the influence and social prestige of the petitioners, the chairman of the committee, Alla W. Foster, frail in body but mighty in spirit, asked the committee of the Massachusetts Legislature for a hearing on the bill. The educational community and especially the active promoters of the measure were startled that any question should be raised as to the fitness of an educational project which had the more or less active support of Harvard University, but the committee, knowing the attitude of the administration of the University toward women as students, was determined not to have the State of Massachusetts act on the dictum, 'better is halfe a lofe than no bread.' The committee found that 'in order to fulfill the duty laid upon

¹ The Committee on Endowment of Colleges at this time consisted of: Alla W. Foster, Vassar '72, Chairman; Lucia M. Clapp, Smith '89; Alice Lee McDowell, Syracuse '76; Rachael C. Clarke, Smith '81; and Charlotte A. Whitney, Wellesley '89, as members.

them by the Association, viz., to use their utmost endeavor to secure for new colleges the adequate foundations required by the demands of modern education,' they must oppose the granting of the charter in its proposed form.

Among the features of the special arrangement with Harvard University was the following:

Voted that the President and Fellows of Harvard College be and hereby are made and appointed the visitors of this corporation and are hereby vested with all visitational power and authority as fully as if the same had been originally conferred upon the said President and Fellows by the charter or articles of association of this corporation; this vote shall take effect upon an acceptance by the said President and Fellows of the powers hereby conferred but with the proviso that the said President and Fellows at any time may abandon and surrender or limit such powers upon notice to this corporation.

It became clear in the course of the hearing that the approval expected by the petitioners was not likely to be given. The climax came suddenly when the leading attorney for the petitioners called Miss Foster aside and asked her if her committee would be satisfied if an amendment were made to the proposed charter providing that 'no degree shall be conferred by Radcliffe College except with the approval of the President and Fellows of Harvard College given on satisfactory evidence of such qualification as is accepted for the same degree when conferred by Harvard University.'

Although amazed beyond measure by the suddenness and radicalism of these propositions, Miss Foster kept her countenance and replied that she would have to consult her committee. She sought them in the throng crowding the committee-room and immediately secured their assent, since no more permanent guarantee of worthy standards could be imagined than those proposed by the amendment submitted to Miss Foster. Within a few minutes of the time when the guarantee was submitted, all objections were waived and the

legislators practically agreed to report favorably on the bill as amended. The stir created by this case had an excellent effect, especially in Massachusetts, where it was thereafter impossible to secure acts of incorporation for collegiate enterprises of uncertain grade. The fact was known that the Association through its committee would be alert to detect deficiencies in pending legislation and had the influence to defeat vicious and unsatisfactory educational measures affecting women. Acting upon the situation thus made clear, at its next annual meeting in 1895, the A.C.A. made the suggestion to its branches that they undertake the task of securing from their respective legislatures the passage of acts fixing a minimum limit of endowment as a prerequisite to granting of charters to colleges and universities.

But the battle was by no means won, even though such significant action had been taken.

At the annual meeting in 1897, Miss Foster reported that her committee deplored the fact that they still found abundant opportunity for their campaign of public enlightenment as to the meaning and value of a college degree. The committee felt that the abuse of the degree-conferring power should be checked and a definite meaning be given to a college degree in order that its possessor might be known to be a person having received at least a minimum — and that a clearly defined one — of training. She commended the safeguards recently adopted by the State of Pennsylvania and urged that the Association take steps to secure the enactment of similar laws in other states. In the discussion which followed, Alice Freeman Palmer, as a member of the Massachusetts State Board of Education, 'testified as to the good results already secured in that State by even so slight a change in the official program as the necessity of public advertising and reporting to the State Board of Education all intentions to ask for a charter for an educational institution.' Nor was testimony lacking elsewhere as to vicious conditions. May S. Cheney speaking for California and Emma M.

Perkins for Ohio reported concerning the various forces political, commercial, and educational, which were at work to defeat legislative action in the interest of higher standards. Inquiries made during the following year showed that in the twenty-eight states from which information was received no restrictive legislation existed. A vigorous correspondence on the subject was carried on by the committee and some impression perhaps made on public opinion. But it was obvious that steady and courageous work was needed, and that the utmost the Association in general and its branches in particular could do would not solve the situation, though it could undoubtedly mitigate the worst efforts of ignorant and self-seeking people, in legislative halls as well as in the community at large.¹

But one must not infer that either the A.C.A. or its committees were opposed to the founding of additional institutions. Their concern was only that, if such institutions were founded, there must be enlightened policy and an adequate financial endowment behind the project. It is significant therefore — and entirely logical — that the possibility of a national university should be of interest to the Association. The idea of such an institution was not new. In different forms it had been under consideration since the day George Washington himself had urged the people of the United States to recognize the importance of such a federal project and had bequeathed a sum of money toward its support. Since such an idea naturally involved the educational interests of women, the A.C.A. as early as 1893 determined actively to participate in a movement then under discussion, and appointed Annie H. Barus with four associates acting as a committee to petition Congress for speedy action on the bill then pending to establish such a

¹ A bill was presented to the legislature of the State of Wisconsin in the session of 1929 for opening the University of Wisconsin to all comers, regardless of the lack of previous preparation. The measure failed of passage.

university. This committee and its successors brought before the Association a series of suggestions which were adopted and proved the basis for active steps in support of the measure. As the years passed and the project was naturally enough subjected to close scrutiny and criticism by educators, politicians, and the public generally, the original plan underwent many modifications. When, in 1897, the Association was urged to make its National University Committee an accredited committee of the George Washington Memorial Committee to help raise funds for the erection of a building, the matter assumed a new form. Action was not taken immediately, but, in its characteristically deliberate, perhaps overcautious, manner, the Association voted to appoint a committee to consider whether it was expedient to adopt this proposal. The committee at the next session reported unfavorably in view of the financial problems pressing upon the Association. At the same time the Association voted that it was not prepared just then to favor the establishment of such a university. The project had, in fact, come to a standstill because of the Spanish-American War. When, furthermore, the Association became clear in its own mind that it did not consider the raising of funds for any specific institution to be one of its functions, it was felt wise to consolidate the Committee on Endowment of Colleges, which was already extending its work to include educational legislation, and the Committee on a National University, whose field had been designated as the supervision of legislation dealing with such an institution, into a new Committee on Educational Legislation. By this action on the part of the Association, any haziness in the minds of the public, or of any other organization, was cleared, and the task of the A.C.A. stood revealed in its larger aspect and character to be as it had been at its founding. Before the Committee on a National University was dissolved, however, it reported that the proposed agitation for representation of the Association on the Board of Regents of the

National University, to which it was entitled under the terms of the pending bill, would be most untimely and impolitic. It was pointed out by them that such insistence might divert the attention of legislators from the main object and even render them hostile to the entire measure because of a detail which they might find objectionable. It seemed more reasonable and sounder policy to assume that women would enjoy all the privileges offered by the new university when once it had been established. In 1901, the plan for a national university was reviewed through papers presented to the A.C.A. by May Wright Sewall and Dr. Charles F. Thwing,¹ and interest was aroused anew. Shortly afterward the announcement was made of Andrew Carnegie's gift of \$10,000,000 for the endowment of a graduate institution of research at the national capital, and as this plan seemed to promise the fulfillment of the desires of the Association, no further consideration of the national university took place. Yet the experience had been one which had considerably enriched the influence of the Association in the educational world, both as an organization and as individuals.

When the Committee on Endowment of Colleges and the Committee on a National University were, in 1898, consolidated under the name of the Committee on Educational Legislation, Miss Foster, former chairman of the Committee on Endowment of Colleges, became chairman of the new group. This new committee reported in 1899 the results of a study as to laws regulating the chartering of educational institutions with power to grant degrees. As far as could be learned positively, the only States which had then made legal provision for minimum endowment were New York and Pennsylvania, which required \$500,000, and Michigan which required only \$50,000. Clearly there was a wide range of opinion as to what constituted adequate financial support for new colleges and universities. But the Committee on

¹ President of Western Reserve University, after his retirement *emeritus*, a free-lance, often inspiring and helpful in the field of education.

Educational Legislation was clear in its own mind that not only was the Association in general concerned in the matter, but that through its branches it possessed protagonists of no mean sort. The Chicago Branch in 1899 took an active part and a steady one in a hot battle raging in Illinois between the friends and foes of legislation restricting the degree-conferring power. Although the minimum endowment provided for in the proposed bill before the Illinois Legislature was only \$100,000, and the advocates of safeguards were ready even to omit this provision, the opposition won the day and the bill was defeated. The words of resolutions passed at a meeting held to denounce the measure continued to reverberate down through the years and at times threatened seriously to damage the educational principles which should be safeguarded by the State. It was described as 'a vicious form of class legislation having for its ultimate purpose the establishment of a trust among certain private educational institutions to the detriment or extinction of the secondary colleges and professional schools of the State and an attempt to invade the liberties of the people by the establishment of a gigantic monopoly in academic and technical education and the introduction of a money standard as the measure of educational ability.'¹

Nor was Illinois the only State where legislation needed watching. Other efforts to restrict the degree-conferring power were reported by the committee as having been made in different parts of the country. In several states — notably California, Illinois, Wisconsin, and Massachusetts — branches either instituted or urged to more vigorous action committees on educational legislation, all of which had the twofold aspect of coöperating with the National Association and of working independently to better local conditions. At the same time, the Southern Association of College Women was attacking the same problem in the

¹ See debates in the Wisconsin Legislature, 1929, for the same point of view regarding the University of Wisconsin.

Southern States, and was doing yeoman service in a highly important work.¹

In spite of all these valiant efforts, the results were not always encouraging, for the day of active participation in politics by the rank and file of women was still some years away, and the League of Women Voters was not even as yet a dream for the future. The members of the A.C.A. had had no experience with the ward-heeler, and were ill-fitted to cope with the politician, novice, or professional. Nor were the issues involved always clear-cut. Many of them were not sufficiently practical and personal to enlist the active interest of the general body of members. Nevertheless, when vision and leadership were provided, real achievement took place. Under the chairmanship of Madeleine Wallin Sikes, the work of the branch committees was more thoroughly organized and placed under the supervision of the general Committee on Educational Legislation, with the term 'educational legislation' so interpreted as to include a much larger variety of topics than was originally contemplated.²

Thus out of an inquiry into the resources of colleges grew the larger and more permanent piece of work regarding educational legislation which is one of the most valuable pieces of work done by the A.A.U.W.

¹ See Chapter V.

² See Chapter XVI.

CHAPTER XIV

COLLEGE AND UNIVERSITY ADMINISTRATION

DURING the years when the Association of Collegiate Alumnae was considering problems of collegiate and university education in general, there was gradually forced upon the attention of leaders and members the fact that there were phases of administration and of administrative policy which either directly or by implication had an effect upon the relation existing between women students, women on the faculties, women on the governing board, and the institution itself. At the annual meeting held under the auspices of the Washington, D.C., Branch in April, 1887, Alla W. Foster presented a thoughtful paper entitled 'The Relation of Women to the Governing Boards and Faculties of Colleges.' After considering in some detail the general conditions in the institutions belonging to the Association, she drew the conclusion that no active effort should be made at that time to urge the appointment of women to professorships, but that the appointment of well-trained and qualified women as trustees was a measure worthy of hearty endorsement.

One practical result of Miss Foster's paper is a matter of record. Although no definite action on the subject was at that time taken by the Association, several positions of trust were shortly opened to women. Realizing the seriousness of the responsibilities entrusted to them, the members of the Association living in and near Boston, who were serving as college trustees, held in 1889 a conference.¹ These five women, representing the governing boards of four different colleges, discussed such subjects as the organization of boards

¹ Florence M. Cushing, Elizabeth E. Poppleton, Alice Freeman Palmer, Kate Morris Cone, and Marion Talbot.

of trustees, methods of financial administration, the selection and appointment of teachers, the relation of alumnæ associations, and the status of special students — each one a vital and fundamental problem in any college. In her annual report, the secretary of the A.C.A. suggested that this small group of women serving as trustees of colleges or universities, whose number would undoubtedly increase as time went on, might quite suitably be asked to serve as a committee of the Association on collegiate administration for the purpose of making more effective the influence which the Association was striving to wield in behalf of progress in collegiate education for women. The suggestion was so exactly in line with the underlying purposes of the organization that it was acted upon at once, and there was appointed in 1891 the Committee on Collegiate Administration. Its membership was made up of Helen H. Backus, Kate Morris Cone, Florence M. Cushing, Alice Freeman Palmer, Elizabeth E. Poppleton, Marion Talbot, and Charlotte C. Tucker, representing Boston University, Smith College, Vassar College, and Wellesley College, Miss Cushing acting as chairman. As the A.C.A. was just interesting itself in the matter of fellowships and scholarships, the committee's first request was that the subject of the administration of collegiate beneficiary funds and scholarships might be considered. Acting upon this request, Elizabeth Deering Hanscom at the annual meeting in 1892 presented a paper on that subject.

Two years later (1894) the committee recommended that the president and secretary appoint a committee of five to take under consideration the question of the adjustment of the Association to the changes and developments which the past five years had brought about in college and university work, this special committee to report the results for consideration at the next annual meeting. At this point the Association seriously overrated its powers. The president and secretary reported the next year that they had made every effort to carry out the instructions, but they had not

been able to secure the coöperation of a sufficient number of people whose knowledge, experience, and judgment would fit them to deal with the difficult technical problems involved. This experience and other practical difficulties disheartened the committee, and no meeting was held until 1900, when a conference attended by eight members took place in New York. In the mean time, Cornell University and Barnard College had been added to the institutions entitled to representation on the committee. The Executive Committee of the Association submitted a series of questions to be considered by the conference, but they all — a general plan for trustee management, faculty power, entrance requirements, and so forth — failed to arouse any vital discussion. Finally the question of food as served in college dormitories was brought up, whereupon the discussion became interesting and vivid! No definite action was taken by the group, but it seemed best to record the fact that no greater problem had been found, as a matter of collegiate administration, than that of furnishing and serving proper food to the students and teachers in their college halls. Ellen H. Richards at this meeting presented a report on the subject, in which she not only showed with clarity the relation of food to health and therefore to intellectual work, but, like the prophet she was, she stated that in the future trained food experts in the college kitchen would probably be installed, but not — so she thought — until a chair of sanitary science had been established in the faculty. This report was sent to all members of the committee, and it was hoped that a definite and valuable step had been taken toward giving an important subject the attention and study it deserved.

Although the Committee on Collegiate Administration did not meet again for five years, significant events were taking place, which ultimately would be the concern of college trustees and university regents, especially to women members of boards of directors such as these were. The great

influx of students into the colleges and universities, which was one of the significant movements of the late 1890's and early 1900's, had its effect upon the governing boards of various institutions. This was especially true where the number of women increased more rapidly than that of men. In Leland Stanford Junior University, for example, where the proportion of men to women students had been for a decade about equal, the Board of Trustees yielded to the earnest desire of the surviving founder, Mrs. Leland Stanford, and in the articles of incorporation of 1903, whereby the institution definitely passed into the hands of the governing board, set the limit of women students arbitrarily at five hundred. Wesleyan University (Connecticut) closed its doors entirely to women, although the number of women students had never been large enough to be a real menace except in the opinion of the most rabid opponents of coeducation. A policy of segregation of the sexes in the junior colleges had been adopted by the trustees of the University of Chicago under the leadership of President Harper, in spite of strong opposition on the part of the faculty.

At the University of Wisconsin, a movement for the segregation of women students in quiz sections in history was scotched largely through the vigilance and courage of Helen Remington Olin, a graduate of the University in 1876. A very definite movement was evidently on foot in many coeducational institutions either to restrict the number of women students or to alter the methods under which they were continued as members of the college community. These were naturally matters in which the Association of Collegiate Alumnae was vitally interested, both because of their relation to the general problem of higher education for women, and also because of the conditions under which institutions had been admitted to corporate membership in the A.C.A. Accordingly, a special committee was in 1902 appointed to report to the Association 'what in their opinion is the seeming significance of this new movement toward the

higher education of women.'¹ After a year of study, the committee made a report in which the scope of the investigation was outlined, with the warning that if it was to be of value, the whole inquiry must be pursued quite apart from any *a priori* theory or ideal of education. It was suggested that the necessity seemed clear for research under four heads:

1. The motive (or purpose) of college education.
2. The curriculum demanded (as means).
3. Social conditions in the colleges.
4. Questions of finance and administration involved.

These data should be collected from several different colleges of each type; that is, segregated women's colleges, affiliated women's colleges like Barnard, and coeducational institutions like the University of Chicago. The committee expressed the hope that with the answers to the questions they had propounded in hand, they would be in a position to appreciate the real demand that the colleges have to meet and to value rightly the work of each type of college and to criticize fairly the changes that are taking place in them, as well as finally to answer in an unprejudiced way the question, 'What is the seeming significance of the new movement?' The committee thus made a vigorous, courageous start, but the undertaking was too difficult, too time-consuming, and too technical in its detail even for the well-trained and interested members who were called upon, one after another, to give their services, and the project had finally to be abandoned. The discussions, however, had not been without value. It was certainly a matter of far-reaching importance that an organization existed which felt responsibility in watching and questioning tendencies in the higher education of women. Even though no practical result was obtained, the Association had taken an important step

¹ Sarah S. Whittlesey, Caroline Cushing Duniway, Ruth Putnam, Elizabeth D. Hanscom, and Ethel Glover Hatfield.

toward achieving one of the purposes for which it was organized.¹

When, in 1905, the Committee on Collegiate Administration met again, it was not specifically the matter of restrictions on women as members of the student body or on faculties which immediately engaged their attention. Several vital and important questions were considered, among them the advisability of introducing into the college curriculum a more practical course in home economics. In the light of later developments, the action of the committee is significant and somewhat disconcerting, for it passed unanimously the following resolution:

We believe that home economics belong in a professional course which should fit its pupils for practical life, and that such a course taken after leaving college in connection with practical housekeeping will be of much greater value. We believe that as an applied science it has not the same educational value as courses that give liberal training and that our future home-makers should have the broadest liberal training on which to base their technical knowledge.

Therefore, *Resolved*, that it is the opinion of those present at this meeting that home economics as such has no place in a college course for women.

Those present at this meeting included trustees from Barnard, Bryn Mawr, Vassar, and Wellesley Colleges and Cornell University, and no one seemed to take any exception to the introduction into the college curriculum of the subject-matter of home economics, provided it were given another name.

In 1909, when the Committee on Collegiate Administration met, it was voted that Mary Coes, the chairman,

¹ The Committee on Maintaining Standards of the A.A.U.W. has had an identical experience of resignation of chairmen, because of the technical difficulties in the way of investigation, and the complex nature of the problem involved. The Committee on Standards of the International Federation of University Women has also found its task a perplexing and difficult one.

'appoint a committee of five to draw up a statement of the special need of endowment for the higher education of women,' with the instruction added that this statement, which was to be issued over the signatures of the whole committee 'be sent to well-known philanthropists and to the executives and alumnæ associations of the various colleges.' The committee had at this time twenty-three members serving on boards of trustees of six women's colleges and of one university — that of Wisconsin.

During the year 1909-10, the committee held but one meeting, when a number of topics pertaining to college administration were discussed, three of which seemed vital enough to have sub-committees appointed to report at the next annual meeting of the committee. These three topics were, 'the ratio of the cost of tuition to the price charged for it,' 'modern scientific methods of business administration for our colleges,' and 'legitimate clubs and organizations in colleges.' It was also reported that the sub-committee appointed in 1909 to draw up a statement on the need of endowment for women's colleges could show progress, but was not ready with a final statement.

The question of obtaining information as to placing women of 'high collegiate training' in dignified academic positions came before the Executive Committee of the A.C.A. in 1906, and to meet the problem a committee was appointed, called the Committee on Academic Appointments. The only report which the committee made was presented at the Denver Convention in 1910, by Susan M. Kingsbury. She presented the results of an inquiry which had been made in the institutions which made up the membership of the Association of Collegiate Alumnæ — twenty-three in number — as to the professional status of women college graduates who had attained at least the rank of instructor. The results presented were from colleges for women, affiliated colleges, and coeducational institutions, giving rank, subject taught, and salary in each case, with the possible range of salary as well.

Dr. Kingsbury announced that the report was 'intended to represent a logical beginning rather than a complete plan of work.' But for some reason there was no further report, and after the reorganization of the Association in 1912, the questions before the Committee on Academic Appointments were discussed by other committees.

When the reorganization of 1912 took place, the Committee on Collegiate Administration became the Conference of Women Trustees of A.C.A. Colleges and Universities, and as such held meetings in connection with the conventions of the Association for many years. In 1914, the conference asked and secured approval by the biennial convention of the Association of the following resolutions:

Resolved, That we, the members of the Conference of Women Trustees, composed of the women trustees of the colleges and universities belonging to the Association of Collegiate Alumnae present at two regular meetings of the Conference held at Radcliffe College February 14, 1914, and at Bryn Mawr College April 14, 1914, hereby affirm our belief that it is our duty as women trustees of the independent women's colleges, affiliated women's colleges, and coeducational colleges and universities to promote by every means in our power the highest academic standards; to urge on our respective boards of trustees the adoption of a uniform and self-explanatory system of college accounting; to make it our business to see that the women teachers employed by our governing boards receive salaries equal to those of men teachers of the same academic standing, and are not assigned social and other non-academic duties not required of men scholars of equal rank (such duties being otherwise provided for); and finally to take active measures to secure for all women teachers in our employ the same opportunities of promotion in position and salary as are afforded men teachers of the same academic standing, and especially opportunities of promotion to head professorships in proportion to the relative numbers of men and women employed as instructors of higher grade in the colleges or universities which we represent....

Resolved, That we, the members of the Conference of Women Trustees, composed of the women trustees of the colleges and universities belonging to the Association of Collegiate Alumnae present at two regular meetings of the Conference held at Radcliffe College February 14, 1914, and at Bryn Mawr College, April 14, 1914,

hereby ~~affirm~~ affirm our belief that every president of a college or university and every dean or chief executive officer of a woman's college affiliated with a college or university for men should be a member of the governing board of such college, university, or affiliated woman's college, either by regular election or *ex-officio*, in order to increase the power of such executive officer to serve the college or university which he or she represents, to promote its interests in the community, to represent duly the trustees in the faculty and student body, and to forward the educational policies of the faculty in the governing board itself.

Here was certainly a broad platform, and a fair one. It showed, moreover, an integration in ideals and purposes of many groups in the whole Association. For example, it represented the trend in policy of the Committee on Recognition of Colleges and Universities, the Committee on the Economic and Legal Status of Women, and other committees working from time to time on special problems.

In 1915, a conference of professors in the institutions belonging to the Association was provided for in the program of the biennial convention of that year. For a number of years there had been held, also at the time of the general convention, a conference of deans in colleges and universities on the Association's list of members. It was evident that both of these groups as well as the conference of women trustees had common interests. At the suggestion of the conference of college professors, there was held in connection with the biennial convention, April, 1917, a joint conference of all groups meeting at that time. Each group met alone, before the joint meeting of the three. In all these conferences the question of women in teaching positions in co-educational and separate colleges for women was discussed from many angles — of financial reward, of rank, of promotion, of representation on important committees and of exchange teaching positions. The program was broad and timely, with great value for those present, as well as for the whole organization. For the next decade, whenever the conference of women trustees met, the chief questions under

consideration were those raised in the resolutions presented in 1914, and the ever-present need of larger endowment and better resources in all ways to meet the great influx of students which followed the close of the World War.

But the problem of women's status on university faculties, with which Miss Kingsbury's committee was concerned in 1909-10, and which (as has been seen) was closely allied with the work of the committee which had the task of recommending new institutions to membership in the Association, was a persistent one. In 1923, Dr. Ella Lonn gave a paper at the Portland Convention of the Association which was so valuable that, besides being published in the *Journal*,¹ it was also read later in the summer at Winnipeg, Canada, at the meeting of the Canadian Federation of University Women. Dr. Lonn had made an exhaustive study of the problem and besought the Association to encourage women's research by publication of papers, by vigilance and prompt action in institutions where women's position was threatened, by inaugurating exchange professorships between men's universities and women's colleges, and by getting facts presented to governing bodies and administrators whereby qualified women might at least be recognized as existing in space! She further besought women themselves to take their ability as teachers or writers or research workers more seriously and more broadly, that the question of quality at least might be eliminated and work of the finest type be recognized on its merits.

Another conference which had been for several years in existence, not meeting regularly, however, was that of alumnae associations affiliated with the A.C.A. Still another later development was that of the conference of women who were principals of preparatory schools and were members of A.C.A. In 1923, at the Portland Convention, these last-named groups, together with the groups of women trustees, of deans, and of college professors, held separate conferences,

¹ See *Journal* of A.A.U.W., January, 1924, pp. 5 ff.

and later a joint conference at which the relation of alumnæ to their colleges, the rising cost of education, and the character of the college curriculum were all discussed in a variety of aspects. Finally, in 1928, when these conferences seemed no longer to need the fostering care of the Association, the different groups having met separately or with other organizations for a number of years, they passed off the stage, and no provision was made at the convention of 1929 for their inclusion in the program of the biennial convention. Thus was closed a chapter whose beginning was in 1887, with Alla Foster's paper.

In looking through the histories of the branches of the American Association of University Women, one comes again and again upon the names of women who are serving as regents, directors, trustees — by whatever name the members of governing boards of colleges and universities are called. How much the Association of Collegiate Alumnæ did in the old days to stir institutions, alumnæ, its own members, to a recognition of the need for women members on these boards and faculties, one cannot estimate. But it is significant that the Committee on Membership still deems it almost a *sine qua non* of consideration which will be given to an institution desiring to become a member of the organization, the fact of women's membership on its governing board. Again and again one finds the names of women on faculties, in all ranks from instructor to professor, though not so often as one could wish. Yet in the *Journal* of the American Association of University Women for June, 1929, in the report of the Committee on Maintaining Standards, occurs the following paragraph:

Are there signs of retrogression as regards the position of women on college and university faculties? Are the opportunities for highly trained women on college faculties fewer to-day than ten years ago? Has any change occurred in regard to membership on college boards of trustees, or recognition of women in the college administration?

And stoutly, as always, the report announces that it is preparing a summary of the answers to these questions, for presentation to the Association and — by implication — to ask the organization to do something about it! The long struggle is not yet won.

CHAPTER XV

THREE TYPICAL COMMITTEES

THE Association of Collegiate Alumnae came into being at a time when the American people were being aroused — albeit slowly — to the necessity for a thorough house-cleaning in the matter of political appointments, federal, state, and municipal. From the outset the founders of the A.C.A. saw that at every turn their work of necessity came into contact with public affairs and more than once they found themselves balked by forces which made for evil and ignorance and not for the public good. Often called upon to take up work of a civic character, the Association refused to be 'blown about by various winds of doctrine' and held steadily to those tasks in which education was the outstanding factor. This staunch attitude did not, however, mean that the mind of the Association, collective or individual, was closed to living immediate issues. Through the years when the pioneers for reform in the public service were doing yeoman work, the A.C.A. was not unaware of the importance of the struggle, and in 1902 (at Washington, where a convention of the Association was being held), United States Commissioner William Dudley Foulke was asked to address the Association on 'The Rationale of Civil Service Reform.' Following his address, the usual procedure was followed, and a committee, with Kate Holladay Claghorn as chairman, was appointed for study of the question in its bearing upon women's interests. It was evident that in so far as trained women and their professional careers might be involved, the subject would be of interest to the A.C.A., and might bring up the problem of the relation of the organization to the whole matter as Mr. Foulke had outlined it. The committee thus appointed made a later report recommending the appointment by the Association of a special committee

charged with the task of studying the opportunities actual and possible which might in the federal, state, or municipal service engage the interest of trained women. The purpose of this piece of research was to secure information, not to urge reform. It was pointed out that the educational work of the Association was necessarily affected by the civil service reform movement especially in its effect upon elementary and secondary schools, where improvement in the civil service would mean practical and effective reform in the appointment of teachers, executives, and janitors as well.¹ Since the health and education of public school children had an immediate relation to the work of these children when as college and university students they were preparing for their life-work made an obvious connection with the interests of the A.C.A. It was recognized, however, that because of the individualistic nature of public school education in the United States, where there is no Minister of Education as European countries know such an officer, and where there is no federal control of the situation, the work must be local in character, and as such committed to the branches for effective work rather than to the Association as a whole. The latter would endorse and encourage the work of the branches, but it obviously could not do the actual work, which must be suited to local conditions and done on the spot, so to speak, often with the coöperation of other agencies. After three years the work of the Association, especially through its branches, had become sufficiently well known and had made such real progress in forming public opinion on the question of civil service and the public schools that the general committee appointed in 1902 could be discharged. The branches were, however, urged strongly to keep up local work, especially where the public schools were concerned.²

¹ See Chapter XXIX for work of the San Francisco Bay Branch in leading the way for a survey of the public schools of San Francisco.

² *Ibid.*, *passim*.

It was the Washington, D.C., Branch which in the end did what was perhaps the most outstanding piece of work in the matter of civil service and the trained woman's relation to it. In the *Journal* of the Association of Collegiate Alumnæ for April, 1913, called the 'Vocational Number,' there appeared 'A Report on the Status of Women in the Classified Civil Service of the United States Government in the District of Columbia' — a report presented by Laura Puffer Morgan for the Committee on Vocational Opportunity of the Washington Branch. In this admirable piece of research, which covered the women employed at the time of or following the passage of the Civil Service Act of 1883, as well as the women employees of the Library of Congress, the committee had compiled data which were complete and of invaluable character. Under thirteen departments of the Government there were listed the number of women employed, the positions they occupied, and the salary they received. Under five tables taken from various sources were given distribution by character of work, classified by sex both as to total number and as to percentages, of something over thirty thousand Government employees under the civil service, of whom about twenty-nine per cent were women, whose pay averaged about seventy-eight per cent of that of the men similarly employed. The report gave information as to training required, as to chances of advancement, and miscellaneous information as to cost of living, etc. It drew no conclusions, nor did it offer advice. The facts were there, open to interested persons.

The Washington Branch, moreover, has had always a large element in its membership composed of Government employees. During the World War, that branch naturally came more closely in contact with various activities of the Federal Government than did any other branch, and often pointed the way to work for the whole Association. Elizabeth Kemper Adams, who had done for the Association an outstanding piece of research as chairman of the Vocational

Opportunities Committee, conceived and initiated the Professional Section of the United States Employment Service, coming to Washington as representative of the National Committee of the Bureaus of Occupations. Dr. Adams first became chief of the Collegiate Section of the Women's Division of the United States Employment Service, and when at her suggestion a professional section for both men and women was formed, she became its head. It was hoped that the way might be made clear for a permanent employment service under the Federal Government, thus providing for a situation which the Association of Collegiate Alumnae had seen with clarity many years before, and which it at least twice tried itself to solve. But like many situations which must wait for legislative action, delay followed upon delay, and at last on October 10, 1919, all federal support for field offices of the United States Employment Service was withdrawn, and in the emergency thus presented, the director-general called upon civic organizations to coöperate in keeping open the Association offices for limited activity until the end of the fiscal year, June 30, 1920. At the St. Louis Convention in April, 1919, the Association of Collegiate Alumnae approved the appointment of a Committee on the Registry of Trained Women, and authorized the executive officers to make an appropriation for the committee work. But Dr. Ida H. Hyde, who generously offered to take the chairmanship, found immediately that the task was too overwhelming in its demands in time, strength, and funds for volunteer service to undertake, and the plan was, albeit with reluctance, abandoned.

In the dire necessity which in the fall of 1919 confronted the United States Employment Service — Laura Puffer Morgan, Gertrude S. Martin, and Mrs. Philip N. Moore stepped into the breach and offered the resources of the Association of Collegiate Alumnae to carry on the work so far as it was possible to do so. The Federal Government provided office space, heat, furniture, equipment, the franking

privilege, supplies and forms, with some clerical help. Incidental expenses, such as light, telephone, and janitor service were found by a citizens' committee of the District of Columbia. Under Mrs. Morgan, who was the vice-president-at-large of the A.C.A., together with the National Catholic War Council and the National Young Women's Christian Association, the professional and clerical work of the Women's Division was taken over along with the custodianship of the valuable records and information which had in the course of its operation been gathered together. About all that could be done was to 'hold the fort' until relief could be forthcoming. Since the work done by Mrs. Morgan and her assistants was largely national in character and concerned with the placement of war workers who were being discharged from the Government service, the Association rightly regarded the contribution of four hundred dollars as a part of its 'war work.' When the fiscal year of the Government closed on June 30, 1920, the connection of the A.C.A. with this branch of Government service ceased, for the abnormal release of temporary Government employees had come to an end, and the financial aid to the support of the employment office could no longer be regarded as war work. In summing up the work, Mrs. Morgan said, 'In short, the experiment of the past year has proven conclusively to all who were engaged in it that even under normal conditions there is a great need for a professional bureau in Washington — at least a bureau of vocational information.' But such a bureau as Mrs. Morgan envisioned has not yet been provided by the Federal Government, though the need for it grows yearly more urgent.

The Washington Branch was responsible for still another outstanding achievement of the Association. At the council meeting held in Chicago in 1916, the Washington Branch brought forward a resolution which became the basis for thirteen years of work of unusual quality and vision. The war had accentuated the need for better housing for Govern-

ment workers, and as a consequence the Washington Branch had long been concerned with better housing legislation. Through its Housing Committee the following resolution was presented:

Whereas, Wholesome home life is essential to the rearing of children to be worthy citizens, and wholesome home life requires a standard of light, air, sanitation, and privacy not to be found in the congested tenements of our cities;

Whereas, Experience shows that private initiative, whether business or philanthropic, has proved inadequate to remedy these evils; and

Whereas, Constructive housing legislation in foreign countries has produced a noteworthy improvement in these conditions; and

Whereas, This is a matter which especially concerns the women of the nation who are the home makers and responsible for the upbringing of the next generation; therefore be it

Resolved, That the Board of Directors of the Association of Collegiate Alumnae records itself as being in favor of constructive housing legislation in the United States and that it requests the Congress of the United States to pass such housing legislation for the District of Columbia as may serve as a model for the various states. And be it further

Resolved, That a standing national Committee on Constructive Housing Legislation shall be created in the Association, whose duty it shall be to make an exhaustive study of the entire subject, and who shall recommend to the local branches the creation of local standing committees for the purpose of studying and improving local conditions, and of coöperating with the housing committee of the Washington Branch in its efforts to have the Federal Congress enact a law for the District of Columbia which may serve as a model for the various states.

Immediately upon the adoption of this program, a Housing Committee of the A.C.A. was appointed under the chairmanship of Edith Elmer Wood, who for the next thirteen years was the moving force in all the recommendations and achievements of her committee. After two years of work Mrs. Wood in her annual report of 1918 called attention to the fact that definite suggestions had emerged which obviously lead to practical work in the immediate future.

Three branches, always leaders in any enterprise which the A.C.A. undertook, those at Boston, Washington, and California, had, Mrs. Wood reported, already appointed local committees on housing. At the St. Louis Convention of 1919, Mrs. Wood presented a more extended outline which became the basis of a book which at a later time she published. In this outline the fundamental importance of the housing problem, especially with reference to children, was brought out clearly, with a courageous statement of the responsibility and opportunity of the Association of Collegiate Alumnae, together with suggestions for obtaining the 'good house' and preventing the 'bad house,' a double program, which, as Mrs. Wood pointed out, would be involved in any study of the whole situation. Attention was called to model laws, to model housing, to model town planning, not only in this country, but in Canada and Germany. Financing housing plans by municipalities was briefly described with especial reference to the projects of London, Liverpool, Ulm, Düsseldorf, New Zealand, Denmark, Italy, and Belgium.

So important was this report that it was selected by the Army Overseas Educational Commission to reprint and distribute by the thousands to the soldiers overseas taking citizenship courses. Its educational value was thus recognized in substantial fashion. That the commission's work was unexpectedly cut short by the Armistice and consequent prompt repatriation of the American Expeditionary Forces does not violate the importance which this piece of constructive research signified.

In the *Journal* of the A.A.U.W. for October, 1922, there appeared an article entitled 'Housing and Health Through European Eyes,' prepared by Mrs. Wood after a considerable stay in Europe. At the conference of the International Garden Cities and Town Planning Association, held in London, England, in March, 1922, Mrs. Wood had the honor of replying for the United States to the presidential address of welcome. After a general account of the confer-

ence, Mrs. Wood drew several important conclusions accompanied by figures and costs which any student of the housing problem would do well to consult and to ponder.

Nor were these more obvious achievements the only result of the work of Mrs. Wood's committee. The deans of women of colleges and institutions had for many years met in conference, at first in connection with the conventions of the Association of Collegiate Alumnae, and later in their own enlarged organization. In the fall of 1921, such a conference met in California with several representatives of housing committees of the branches of the State present. The discussion turned immediately upon the lack of a standard for housing college students, the lack of carefully collected data available for the establishment of such a standard, and the desirability of such housing conditions for students as should have an educational value during the four years of undergraduate life. This conference rightly felt that the collection of such data and the establishment of such a standard was the appropriate work of the A.A.U.W. Mrs. Wood's committee set out upon this investigation, and in a carefully compiled report in 1922 set forth not only facts but suggestions for securing such information as the investigation showed to be imperative.¹ In closing, the committee said: 'The Committee on Housing feel that no more important educational work demands the coöperation of the American Association of University Women than this of providing adequate and suitable housing for the students of the Nation.' As the work progressed, still another field was suggested, that of formulating and issuing a set of housing standards for women students, especially in those colleges and universities which in the near future would be erecting dormitories, or which, as in the case of the

¹ See *Journal* of the A.A.U.W., July, 1922, pp. 97-108. The report is signed by Edith Elmer Wood as chairman, Caroline V. Lynch as acting chairman, and Ona Winants Borland, Lillian Bridgman, Mildred Chadsey, Kate Holladay Claghorn, Vida Hunt Francis, Mary Rockwell Hook, and Helen R. Wright.

state universities, were obliged to supervise the private houses or the lodging houses which were the only substitutes for the dormitories which state-supported institutions often found so difficult to provide. In this connection, perhaps the most important study was that made by Helen I. Clarke, chairman of the Committee on Housing of the Madison Branch of the A.A.U.W., dealing with the coöperative houses for women students in the institutions eligible to membership in the A.A.U.W.¹ It was a thoroughly scientific piece of work based upon questionnaires sent to the one hundred and thirty institutions which were in 1922-23 members of the Association. Of these institutions, one hundred and seventeen indicated their willingness to coöperate in the study, but of these one hundred and seventeen only fifteen had coöperative houses; that is, 'a house in which part of the work is carried on by student residents who pay to the college or university a reduced monthly or weekly sum, or who divide the expenses among themselves on a *pro rata* basis.' The study gave a full report of the plant and equipment for coöperative houses and dormitories, a thorough study of their financial and physical aspects, with a summary of the organization of the houses and a record of the scholarship of their inmates. In conclusion Miss Clarke said: 'Those institutions which have experimented with coöperative houses over any period of time seem to be unqualified in their endorsement of such a housing arrangement. It offers to students an easy, simple method of lightening their expenses and provides an excellent opportunity for coöperative living. Miss Follett has said, "Group organization releases us from the domination of mere numbers." A coöperative house, because of the opportunity given for sharing work, expenses, ideas, should afford an ideal method for college students to develop the group concept, a step toward true democracy.'

¹ The admirable report of Miss Clarke for her committee appears in the *Journal* for March, 1925.

Yet another aspect of the work of Mrs. Wood's committee was reported from Superior, Wisconsin, where the branch in that city planned a coöperative boarding-place for high-school girls from the outlying districts, girls who ordinarily worked for their room and board in the home of some citizen. When Mrs. Wood made her report in 1927 at the convention of that year, she stated that her committee was still divided among the three sub-committees, (1) the dormitory housing of students, (2) off-campus housing of students in cities, and (3) the housing of families. Already substantial progress had been made in all the large cities by means of continuous efforts to bring about the housing of all students either in dormitories or in houses under the direct supervision of the colleges and schools in which they were enrolled. An especially thorough study had been made in Boston by Caroline V. Lynch in coöperation with the Boston Coöperative Room Registry, with the Y.W.C.A., and with the Boston Students' Union, as well as with the Better Homes program held the first week in May of that year. Miss Lynch found the striking fact that there were in Boston no less than twenty-five thousand young women students away from their own homes who came not only 'from all over the United States but from all over the world.' While the problem in Boston, New York, and Chicago was possibly larger in the matter of student housing, nevertheless the acuteness of the situation everywhere among students was clearly recognized.

Mrs. Wood was the chairman, not only of the general committee, but also herself headed the sub-committee dealing with the housing of families. She had worked with the Joint Advisory Committee on the census made up of representatives of the American Statistical Association and of the American Economic Association, both of which conceded the great importance of providing in the federal census of 1930 the item, 'number of rooms per family.' Mrs. Wood had pointed out early in her study that the

housing movement in this country had been seriously retarded by the lack of reliable facts upon which to base conclusions. As a result largely of her work, the federal census of 1930 included provision for such statistics as might be utilized for accurate research and suggested programs during the next decade. At the convention of the A.A.U.W. in New Orleans in April, 1929, Mrs. Wood made her final report and requested the discharge of her committee from further service.¹

¹ Report of the Committee on Housing, A.A.U.W. *Proceedings of the Sixth National Convention*, 1929, p. 85.

CHAPTER XVI

COMMITTEE ON EDUCATIONAL LEGISLATION

THROUGHOUT the half-century of existence of the Association of Collegiate Alumnæ and the American Association of University Women their fundamental interest has been, as has often appeared in these pages, that of education in its broadest sense. It was not, however, until 1898 that a committee definitely to study and recommend proposed legislation along educational lines was provided. Even then the formation of the committee itself came about in an indirect way. There had been in existence for several years two committees which have been dealt with in another chapter¹ — that on a national university and that on the endowment of colleges — which in 1898 were consolidated into a standing committee to be called the Committee on Educational Legislation. Of this committee, Alla W. Foster, who had done such valiant work on the Endowment of Colleges Committee, was made chairman, and with her were associated Lucia Clapp Noyes, Charlotte Anita Whitney, Wilimena Eliot Emerson, Kate Dewey Cole, Frances Haldeman Sidwell, and Justina Robinson Hill. At the end of the first year of its existence, Miss Foster reported that the committee's chief interest was still to prevent the granting of charters to institutions whose degrees could be of no value at all. 'The hottest battle ever waged between the friends and foes of legislation restricting the degree-conferring power,' said Miss Foster, had been fought in Chicago.² The committee had also concerned itself with the proposed Simmons College, a business and industrial institution for girls which had been chartered in Massachusetts the previous winter. The committee was very skeptical as to whether

¹ See Chapter XIII.

² See *ibid.*

this new project was really a college, and it is interesting to note in that connection that Simmons College was one of the two technical colleges which were first to be accepted by the A.A.U.W.¹ The California Branch report stated that 'two defeats' had not dismayed them, and that they were now ready for a third campaign in their Legislature in behalf of a minimum endowment for colleges. As this report was made at the end of the Spanish-American War, the last sentence of Miss Foster's report is especially pertinent: 'It is now as always — war is the most deadly enemy of education.' In the following year, Miss Foster's report made clear that it was work through the branches upon which the committee must rely for achievement in the field of educational legislation. She reviewed yeoman service in California, Michigan, and Illinois, and furthermore drew to the attention of the Association the fact that the legislatures held biennial sessions in most States, and as a consequence the year in which definite action took place usually alternated with the year in which the branches studied the problems which they were to present. War had been made in 1901 upon the proposal in Massachusetts to have the Legislature grant a charter with power to grant degrees in pedagogy to the Bible Normal College of Springfield in that State. It was also proposed to offer a bill on behalf of the New England Optical Institute with power requested to grant the degrees of Bachelor of Optics and Doctor of Physiological Optics. In both these cases Alice Freeman Palmer and Lucia Clapp Noyes appeared at the legislative hearing. Miss Foster said that, while there was no doubt of the value of both these institutions, there was decided opposition to granting of degrees by institutions which had so slender an educational basis and no adequate financial basis at all. She said: It is clear 'that there ought to be one or two alumnae in each state capitol whose duty it should be to oppose all educational bills of a pernicious tendency... nothing less than eternal vigilance

¹ See Chapter VI.

will keep the educational standard even as high as its present unsatisfactory position.' ¹

In 1903, the committee was reconstituted so that one member was to retire every year, although the term of her office would be seven years. Miss Foster asked to retire as chairman and Lucia Clapp Noyes took her place. Jane Field Bashford (first president of the A.C.A.) became a member of the committee as did Ruth Putnam. Dr. Emilie Young O'Brien and Charlotte Anita Whitney continued to serve on the committee, while the sixth member was one who had done such valiant service in the Chicago Branch, Madeleine Wallin Sikes. The committee proceeded along the lines already laid out by Miss Foster until the convention of 1905 when Mrs. Sikes became chairman, with a special plan to have the branches organize definitely local committees which should follow the legislative actions in their respective States. In presenting her report, Mrs. Sikes first raised the question as to whether 'the original policy of the committee (which practically confined its efforts to work against "diploma-mill" legislation)' should be continued. She expressed herself as heartily in favor of so expanding the work of her committee as to 'meet local conditions in different States which might require the passage or defeat of forms of educational legislation' not hitherto considered; to develop 'groups of trained workers whose services could be utilized in national campaigns for educational legislation — for example, congressional measures, standard child labor or school attendance or civil service laws, etc., or other movements toward educational legislation directed by national committees and covering more than one State'; and to create 'a repository of information about such legislation throughout the country which might be at the service of any one desiring it.' ²

¹ See Chapter XXVI for work of branches on legislative councils of several States.

² Here is the idea of a legislative reference library now in existence in a number of States, notably in Wisconsin, which was a pioneer in the movement for legislative reference libraries.

The next two years were occupied with the endeavor to organize definite work in the branches throughout the country. There is no question that the child labor law passed by Georgia in the spring of 1906, in which Emma Garrett Boyd took perhaps the largest part, was due to her work through the Southern Association of College Women, the Georgia Federation of Women's Clubs, and the Association of Collegiate Alumnae members whom she was able to rally about her. Missouri reported from Kansas City a compulsory education law, a law providing for parental schools and detention homes for children awaiting trial, and a juvenile court law. The Kansas City Branch was active in securing this legislation. In Virginia it was reported that the most significant legislation of the past five years — the high-school laws, the doubling of appropriations to elementary schools, the increase in salary for county superintendents, the appropriation for traveling libraries for schools, and the creation of the office of school inspector had all been assisted by the college women of the State along with other associations. The Chicago Branch had been especially concerned with the work of the charter convention, with school board policy, and general state legislation. Mrs. Sikes was herself in charge of the work for the State of Illinois and her energy and force were powerful. The Washington Branch reported the passage of a compulsory education law for the District of Columbia after four years of work — 'a long job well over.' Dr. O'Brien, in charge of this work, said it had been a 'banner year' for the District in the reorganization of the board of education and the passage of child labor and juvenile court laws. Mrs. Sikes had already found that when the branches understood the possibilities of the work, they were most eager to assist in the plan of the Association. At the twenty-fifth anniversary of the founding of the A.C.A., Mrs. Sikes reviewed the history of the committee and again put forward her plea for more definite work and more consistent work on the part of

the branches. She asked for suggestions as to how the resources of the committee might be more quickly and practically placed at the service of the branches. In closing her report, she spoke of the inestimable value of the services to the Connecticut Branch and to the National Education Association of Mary M. Abbott whose death had just occurred. It is to Miss Abbott more, perhaps, than to any other one person that the interest of women in the work of the public schools with its consequent development into the Parent-Teachers organizations throughout the United States is due.

As the years went by, slowly but surely the branches took up the work to which Miss Foster, Mrs. Noyes, and Mrs. Sikes had pointed the way. One finds such a record as this — 'California, Colorado, South Carolina, and Idaho branches worked for the teachers' pension bill in Congress as did also the branches of Oregon, of the State of Washington, and of Montana.' In Missouri the branches worked for a state teachers' pension fund. In the State of Washington the branches had assisted in all sorts of public school legislation including provision for medical inspection. In 1911, at the convention of that year the Committee on Educational Legislation with its experience of the last few years recommended that the name of their committee be extended to be the Committee on Educational and Industrial Legislation. After discussion the record reads: 'It was voted that the name of this committee be not so enlarged at present but that any sub-committee may be empowered to include industrial legislation in the scope of its work wherever such legislation has a direct bearing upon education.' It was at this time that throughout the country the interest of legislators was centered upon child labor laws, compulsory education laws which should go hand in hand with the laws regarding the employment of children in mills, etc., and the development of adequate rural schools. Many branches worked for several years on these problems under

the chairmanship of Ona Winants Borland. With the establishment of the Children's Bureau in Washington, the Washington Branch came into close touch with the work of Julia C. Lathrop, and has held up her hands and those of her successor, Grace Abbott.

After the reorganization of 1912, the Committee on Educational Legislation continued its policy of having at least one representative from each of the branches on its subcommittees whenever such representatives could be found to serve. It also undertook to establish an active committee member in each of the ten sections. In 1915, Elsie Lee Turner, of the San Francisco Branch, was able to report a chairman for every section of the Association with the consequent lessening of Mrs. Turner's work and the increasing of the number of branches which professed themselves interested in the committee's work and program. The following resolution was in 1915 submitted to the convention and passed:

Whereas, One of the avowed objects of the Association of Collegiate Alumnae is *educational work*, and

Whereas, The educational work in each state is being greatly helped, or hindered, or may be greatly helped, or hindered, by the educational legislation of that state; therefore be it

Resolved, That each branch of the Association be asked to co-operate with its sectional committee-member of the Committee on Educational Legislation in studying, and, as far as possible, influencing the educational legislation of the state to which the branch belongs.

Then came the World War, and in 1918 Mrs. Turner asked, 'Is the work of this committee worth while?' It may be, said she, 'that many of our branches are already interested in educational legislation, but apparently more distinctively war service work is taking up their attention.' Mrs. Turner submitted a summary of reports from each section showing that from the North Atlantic Section, where Mrs. Frank H. Severance was chairman and the committee had been working hard to procure from the legislatures

higher salaries for teachers, equal pay for equal work for men and women in schools, equal opportunities for advancement, vocational guidance, the elimination of adult illiteracy, and better conditions for rural education; to the South Pacific Section, where Mrs. Turner was herself chairman and the section had been assisting in promoting a more adequate school of education at the State University, encouraging constructive Americanization work, fostering a 'keep our children in school' drive, and providing for the right kind of physical education for every boy and girl for every grade — throughout the country the college women had been intelligently active.

When in the reorganization of 1921, provision was made for an educational secretary, the Committee on Educational Legislation disappeared after twenty-three years of devoted work on the part of five chairmen of the national committee and innumerable workers in the sections and branches throughout the country. During the war, Laura Puffer Morgan, vice-president-at-large of the Association and a member of the Washington Branch, had been requested to act as legislative representative of the Association. In 1920, by invitation of the National League of Women Voters, there were called together on November 22 representatives of the ten leading national organizations of women. These were: the General Federation of Women's Clubs; the National Council of Women; the Woman's Christian Temperance Union; the National Women's Trade Union League; the National Congress of Mothers and Parent-Teacher Associations; the National Consumers' League; the American Home Economics Association; the National Federation of Business and Professional Women; the National League of Women Voters; and the Association of Collegiate Alumnae. The representatives of these ten organizations thereupon organized the Women's Joint Congressional Committee for the purpose of forwarding legislative measures before the United States Congress, in which women are

especially interested. Maud Wood Park, president of the National League of Women Voters and a prominent member of the A.C.A., was made chairman of this committee, with Mrs. Morgan as the member specifically representing the A.C.A. It was proposed to work through sub-committees and to recommend to the individual organizations bills which seemed wise to sponsor. The first bills which the Women's Joint Congressional Committee sponsored were the Sheppard-Towner Bill granting federal aid for maternity and infancy; the Gronna Bill creating a federal live-stock commission; the Curtis-Gard Child Labor Bill for the District of Columbia; the Rogers Bill for the independent citizenship of married women; and the Fess Home Economics Bill providing a federal appropriation for teaching home economics. In all of these, the A.C.A. was interested, except, perhaps, the second. Mrs. Morgan reported, moreover, at the Washington Convention in 1921, that legislation in which her organization was particularly interested and which it had endorsed was that providing for the reclassification of Government employees, for the establishment on a permanent basis of a federal employment service, and for the creation of a Federal Department of Education. It was the possibility of work such as Mrs. Morgan's and the provision for an educational secretary for the A.A.U.W. that made the disappearance of the Committee on Educational Legislation less of a calamity than it otherwise would have been. Until Mrs. Bernard became the first educational secretary, Mrs. Morgan continued to act as legislative representative in Washington for the A.A.U.W. In 1922, a Committee on Legislative Policies was organized which in 1925 became the Committee on Legislation. As provided by action of the convention in April, 1925, upon motion presented by M. Carey Thomas and adopted, the by-law read as follows:

The Committee on Legislation shall consist of four ex-officio members, the first vice-president, the executive secretary, and the chairmen of the Committees on Educational Policies and International

Relations or their representatives, and four other members of the Association, to be appointed by the board of directors for their experience and special ability. Such appointed members shall serve four years, except that two shall be appointed for two years, at the beginning of the president's term of office; and two for four years. The Committee shall elect its own chairman. The Committee on Legislation shall confer with the various standing and special committees of the Association or their chairmen and shall meet in conference with the Committee on Educational Policies. It shall recommend legislative action, support, endorse, or approve, legislative bills only when such action shall be agreed on both by the Committee on Legislation and the Committee on Educational Policies, and shall be approved by the Board of Directors. All such proposed action shall be presented for approval to the convention by the Committee on Legislation. By a two-thirds vote of the convention, resolutions on legislative action not recommended by the Committee on Legislation may be proposed for discussion from the floor and may be passed by a two-thirds vote of the convention. In case of necessary action between conventions, the Board of Directors shall be empowered to act on the joint recommendation of the Committee on Legislation and the Committee on Educational Policies, provided that such action be reported to the next convention for approval or rejection.

At this convention (1925) the committee reported that of the legislative program approved by the 1924 convention, two measures had passed Congress — the Teachers' Salary Bill and the bill for a Federal Industrial Home for Women. Furthermore, of the program presented to the branches, one measure had become a law — the Compulsory Education and School Census Bill. Eight legislative measures had been recommended to the branches for study in their program of 1924-25 in addition to the bills which had already been enacted into laws. At the adjournment of Congress these were reported as pending in various stages of progress. The Association further recommended for study and sponsoring by the branches the Sterling-Reed Education Bill for creating a Federal Department of Education, the Capper-Bacon Bill to provide federal stimulus for universal physical education, the Child Labor Amendment, and an action looking

toward participation by the United States in the World Court.

In 1927, when Harlean James was chairman of the Committee on Legislation, she reported not only the progress of action on the measures which in 1925 had been endorsed, but also a subdivision of the work of her committee. By this plan Laura Puffer Morgan had been made responsible for the work on the Education Bill, the resolution on the World Court, and for following the trend of thought concerning the League of Nations. Elizabeth Eastman had represented the committee on the Child Labor Committee and had made possible the distribution of effective information concerning the Child Labor Amendment which was at that time being voted upon by the States. Elise Wenzelburger Graupner had represented the Association on the infancy and maternity extension and had 'rendered valuable service in securing the final action.' Miss James, reporting for her committee, said, 'We believe that all the larger activities of the Association, exclusive of machinery, fall under three heads: (1) educational opportunities, (2) wider professional opportunities for educated women, (3) international relations,' and added that all of the items included in the present and proposed legislative programs would come under one of these heads. In speaking of the work of the Women's Joint Congressional Committee, Miss James said:

The registering of opinion on legislative measures has been made vastly more efficient since the organization of the Women's Joint Congressional Committee on which the American Association of University Women is represented by a delegate and an alternate. The Women's Joint Congressional Committee has no power and takes no action on legislative measures. The twenty-two organizations represented in its membership adopt their legislative programs absolutely to meet their own needs in their own fields. Automatically when eight organizations have endorsed a measure or principle involved in pending legislation, a sub-committee is formed; but even the sub-committee has no power to speak as a sub-committee except as authorized specifically by the representatives of organizations

serving on the committee. The purpose served on the general committee and on the sub-committee is that eight or more organizations working for the same legislation have an opportunity to keep informed regularly concerning what is being done and what is needed to advance the legislation. The work is carried on by the constituent organizations and not by the Women's Joint Congressional Committee, which is a clearing house based on the absolute autonomy of its constituent members.

She closed her report by saying:

The Committee on Legislation desires to render the greatest possible service to the members of the American Association of University Women in recommending for their action a legislative program which comes before the Convention after it has received the approval of the Board of Directors and the Educational Policies Committee. The Committee also desires to aid members of local branches, and particularly, local legislative committees, to keep well informed concerning the content and status of pending measures, which have been endorsed or approved by the Convention. When the Committee sends out a call for letters or telegrams to be sent to members of Congress concerning a particular measure, it may be assumed that such communications are needed and that they will have a maximum effect if sent at the time suggested....

In 1929, the convention of the A.A.U.W. adopted a revision of its by-law concerning the Committee on Legislation, by which 'The Committee on Legislation shall consist of six members, to be appointed by the Board of Directors for their experience and special ability; and, as ex-officio members, the first vice-president, the executive secretary, and the chairmen (or their representatives) of the Committees on Educational Policies and International Relations.... The Board of Directors shall designate one member of the committee to serve as chairman for a term of two years.' Miss James named the members of her committee who had been assigned as before to specific tasks, reiterated the value of the Women's Joint Congressional Committee, and urged the placing at the disposal of the branches more information concerning items of legislation than had been previously carried on the programs adopted at the conven-

tion. There were then listed eight subjects of legislation which had been considered and recommended by the Board of Directors, by the Educational Policies Committee, and by the subject-matter committees concerned. Of these eight items, five had been approved by the Association and past conventions. Two entirely new items appeared, however, (1) Inter-American arbitration and conciliation treaties in line with the recommendations of the Committee on International Relations, and (2) the substitution of the metric system as was advocated by many scientists for the English system of weights and measures.

In 1931, therefore, the Association has a Committee on Legislation admirably adapted to serve the Association in general and the branches in particular. In addition to this general committee, many of the branches, especially those situated in the capitals of their States, maintain either a committee on educational legislation or a representative on the Women's Joint Legislative Committee, which in many States does for the state legislature and women's organizations what the Women's Joint Congressional Committee in Washington does for Congress and the national women's organizations. In addition, many branches have from time to time special educational committees dealing with problems of rural schools, of compulsory school laws, of better facilities for physical education, of better school boards, better janitor service, better medical inspection, and all allied problems concerning the welfare of public school children. Thus the Association in large and in little carries out the program of its founders.

CHAPTER XVII

THE ASSOCIATION AND NEW VOCATIONS FOR WOMEN

At the quarter-centennial meeting of the Association of Collegiate Alumnae in 1907, Ellen H. Richards gave a thoughtful paper on 'Desirable Tendencies in Professional and Technical Education for Women.' Mrs. Richards quoted from the census of 1900 that one woman in every five in the United States had already gone outside the 'historic mission' of women, and that in all but eight of the gainful occupations enumerated, women were found in numbers varying from two to six hundred thousand. She had found further that while the older professions of law, medicine, and theology were losing rather than gaining so far as the number of women engaged in them was concerned, into the newer lines of investigation in pure and applied science, women were going in rapidly increasing numbers. She said significantly: 'Revolution in ideas is impending, and an industrial and economic crisis will force our hand within the next twenty-five years.... To whom shall we look more confidently for leadership in constructive work, for social and national betterment than to the professionally and technically trained women now coming onto the stage?' — and she quoted from Professor William I. Thomas: 'Scientific pursuits and the allied intellectual occupations are a game which women have entered late, and their lack of practice is frequently mistaken for lack of ability.... Certain it is that no civilization can remain highest if another civilization add to the intelligence of its men the intelligence of its women.' During the course of her paper she questioned the economic efficiency of college women and brought out the need for specific training of young women for the new situa-

tions which changes already foreshadowed in the economic and industrial world were sure to bring within the next few years.

At the same meeting an interesting issue was raised before the Association. The General Secretary, Sophonisba P. Breckinridge, in her report had expressed her belief that the time had come for the Association to work along lines immediately connected with the economic interests of the group represented by the members. She urged that the Association 'should advance beyond the position of demanding that the best educational opportunities should be offered as freely to girls as to boys and claim that where women of collegiate training are concerned in economic transactions through which they offer the benefit of their training to the service of the community, they should in turn receive recompense equal to that of any other similarly engaged.' She believed that the future study and work of the Association should be directed to the field of economic opportunity rather than to that of the academic and cultural opportunity which had been both the goal and the achievement of the first quarter century of the life of the A.C.A.

The following year (1908), Susan M. Kingsbury presented at the San Francisco meeting of the Association of Collegiate Alumnae, a paper on 'Efficiency and Wage of Women in Gainful Occupations,' in which she called to the attention of her audience the study which in 1906 the Boston Branch of the Association had undertaken on the 'Living Wage for College Women,' and presented facts along with possibilities for research which could not fail to impress her hearers with their importance and timeliness. The cumulative effect of these papers and the studies there summarized was the appointment in 1908 of a committee of the Association on 'The Economic Efficiency of College Women,' with Mrs. Richards as chairman, and Edith Abbott, Sophonisba P. Breckinridge, May S. Cheney, Mary Coes, and Susan M. Kingsbury as members. In February, 1910, the committee report was

published in full along with the *Proceedings* of the October, 1909, meeting of the Association, at which it had been presented. The report, given by Susan M. Kingsbury, was an unusually scientific analysis of the economic efficiency of college women, based on a study in which many of the branches of the Association had coöperated so that the data upon which the report was made was full and significant. The committee had found low salaries and slow advancement so often the rule, both in teaching and in the other occupations upon which reports had been made, that Professor Kingsbury said in speaking of these two conditions,

... we should probably be compelled to say that it was due to the lack of economic sense, on the one hand, which permits a woman to sacrifice the material considerations of living because of professional interests or personal whims, or leads her to neglect the law of deterioration and to permit her finances to bound her efficiency instead of insisting that her efficiency should set the standard of her finances. On the other hand, we must admit that there is a large social, educational, and economic situation which is beyond the control of the individual woman. We may attempt to remedy the former difficulties through our systems of education; it remains for this larger body to make an individual and a united effort to impress upon the world at large that an increase in the social problem is bound to follow if the educational field is not brought into line with the progress of the business world. We should no longer, as educators or as controllers of education, whether public or private, consider the woman as non-professional; but rather appreciate that she is approaching her field with the same sense of responsibility and effort as is to be found among men. Furthermore, we should not be ready to extend continued excuses for low salaries or to base them on the needs of the woman, but rather insist upon consideration of her ability and efficiency.

In a summing up, the report drew a number of conclusions, offered suggestions as to remedies, and made the following recommendations:

1. That this organization endeavor to arouse in our colleges a sense of responsibility for knowing the facts with regard to their graduates, both social and economic; to influence our colleges

through appointment secretaries, to direct women, according to fitness, into other lines than teaching. May this body not secure coöperation among the colleges by which definite records may be kept, and definite attempts made to determine the lines of development desirable? To this end it is recommended that a standing committee be appointed whose duty it shall be to endeavor to unify the records kept by the colleges of the occupational experience of their alumnæ and to secure information on the opportunities for college women in other lines than teaching.

2. That this body, in considering the curriculum, give earnest attention to the question of addition of courses which shall meet these needs; and that they study organization of the courses already given, to discover whether modifications might not be made which would not reduce the cultural and power developing elements, but would enable them to provide the knowledge which would be of practical use to the woman.

3. That an endeavor be made to secure practical interest on the part of college girls in the question of personal finance by the distribution of expense account books.

4. That the question of the dignity which should be given other occupations than teaching and the older professions be considered by this body in its decision as to recognition of colleges for membership, and in its decision as to approval of courses.

So significant and valuable did this study appear to the Association that it was voted to print and distribute it to the presidents of the colleges and universities which were members of the Association. It was also voted that 'this committee, after having completed its work, be honorably discharged with the many thanks of the Association.' Thereupon, on motion of Professor Kingsbury, it was voted 'that a standing committee on Vocational Opportunities for College Women be formed, whose duties shall be to study the opportunities for trained women other than teaching, and to endeavor to secure a uniform method among the colleges of keeping records of the occupational experience of their graduates.' The motion was the more eagerly passed because of three papers closely allied to Professor Kingsbury's report, which had been read at this same 1909 meeting — one by Elizabeth Kemper Adams, of the Smith Col-

lege Faculty, on 'The Psychological Gains and Losses of the College Woman,' one by Mabel Parker Huddleston on 'A Modified Curriculum,' and one by Marion Parris, of the Bryn Mawr College faculty, on 'Non-Teaching Positions Open to Students of Economics, Politics, and Sociology.' Professor Adams's conclusion that the psychological losses were 'transient and removable,' if only the colleges would meet them in some way — by a more varied curriculum, by more training in power and less stress on facts and memory, more real education to meet the changing facts of life, and more use of an applied psychology to achieve these ends — gave added importance to Professor Kingsbury's study. A like effect was produced by Mrs. Huddleston's report of a study made by the New York City branch of the A.C.A. in 'trying roughly to ascertain... the result of its collective experience as teachers, wives, mothers and citizens, as to the relative importance of the several elements in our college training; and as to the several needs to which that training has not adequately ministered.' The study had served to point out 'a decided drift among the college women of our community in favor of a revaluation of the college curriculum,' with stress (among other things) upon the biological knowledge and civic knowledge which were alike 'socially indispensable.' Mrs. Huddleston's plea had a close relation at several points to Professor Adams's paper. The third paper of the group by Professor Parris, gave in detail the results of a study showing the rapid increase in the number of women who were not preparing or intending to be teachers, but whose college training was definitely used as a background for other occupations. Professor Parris brought out the fact that from the evidence presented 'the question of non-teaching salaried positions seemed... to be particularly urgent for students who specialize in economics, politics, sociology and history,' and enumerated, with a brief statement of the training required and the salaries available, a long list of positions open to students who had the college

background of these fields, with in some cases the addition of one or two years' additional preparation.

The net result of the presentation of these papers and of Professor Kingsbury's report was the appointment (in 1909) of the 'Committee on Vocational Opportunities' of the Association of Collegiate Alumnae, with Elizabeth Kemper Adams as chairman, and May S. Cheney, Laura Drake Gill, Mary Coes, and Marion Parris as members. When, in 1910, Professor Adams made the first report for her committee, she called attention to new literature in this pioneer field and to the decision of her co-workers in the investigation to set about acquiring 'a body of fact, concrete rather than merely statistical, regarding the actual fields of occupation for college women, and the various agencies engaged in bringing them into practical relations with these fields.' 'Such a body of fact,' she said, 'is an essential basis for bringing about effective and intelligent coöperation among the various agencies involved and for the opening up of new fields.' Her committee suggested that 'ways and means be devised by the universities and colleges for bringing the vocational experiences and successes of alumnae more adequately and vividly before the student body through addresses by graduates prominent in various occupations,' a suggestion which bore fruit at once in the 'vocational conferences' held annually at many of the institutions which were members of the Association. Professor Adams also recommended the calling of a conference of representatives of university and college appointment bureaus in the membership of the Association, within the near future, under the auspices of her committee. A second recommendation — that the branches of the Association appoint in their own communities, committees on vocational opportunities — was destined to play an important rôle in more than one city. For it revived an earlier project of the Association — the Bureau of Occupations which in the 1890's had been carried on for a few years by Miss Tappan and Miss

Carbutt.¹ The demand for these bureaus had become more widespread and more insistent even in the few years since the Association had first brought forward the project. The recommendations of Professor Adams's committee now had a direct influence on the organizing of 'bureaus of occupations' under the auspices of branches such as those, in Chicago, Philadelphia, Denver, and Kansas City. These bureaus of occupations sometimes came to be independent agencies, but their inception was due very largely to the recommendation of Professor Adams's committee and the branch activities which it stimulated.

In 1911, the Committee on Vocational Opportunities had gone far enough in their research to ask for 'authorization to prepare or to collaborate in preparing (1) a brief bulletin on opportunities for advanced training and apprenticeship in non-teaching occupations and (2) specific occupational material of other sorts for publication, especially in the college press.' Professor Adams further reported two successful appointment bureau conferences: one at Smith College in May, 1911, when there were present representatives of seven women's colleges and Cornell University, of the Women's Educational and Industrial Union of Boston, and of the newly established Intercollegiate Bureau of Occupations of New York; and a second in October, 1911, in New York City, at which there had been present not only representatives who 'came to New York, especially for the conference, but... a number of women deans and some specially invited representatives of large philanthropic and civic organizations in New York employing trained women.' Three sub-committees had made reports, and the coöperation between college appointment bureaus and other agencies for placing trained women such as the bureaus of occupations just forming, was marked and successful — so successful, indeed, that Professor Adams felt that a point had been reached at which appointment bureaus might

¹ See Chapter XXIV, p. 314.

well hold a conference of their own, so important was their work becoming, and so numerous their representatives. Again, as had been the case in the past and would be in the future, the Association of Collegiate Alumnae had through one of its committees taken the initiative in stimulating a movement which shortly became so vigorous and far-reaching that it went its own way to new fields and larger opportunity.

In 1912, besides a report of progress and a report by Mary Van Kleeck of a sub-committee on an occupational census of college women, Professor Adams made for the Committee on Vocational Opportunities a detailed report of some length on college women in non-teaching occupations. The report made available much information of incalculable value to college students and to those whose interest in vocational guidance and in placement was an important concern.¹ As a result of the endeavor to get vocational opportunities committees in the various branches of the Association, and as a part of the work of Professor Adams's committee, Laura Puffer Morgan made for a committee of the Washington, D.C., Branch, a report on 'the status of women in the classified civil service of the United States government in the District of Columbia,' which was printed with the other reports just enumerated.² Here, then, was a body of exact and precise fact, available to college and university authorities, to placement bureaus, and to interested individuals — material which was to be the basis of an outstanding piece of work — *Bulletin I* of the A.C.A.

Bulletin I was entitled 'Vocational Training: A Classified List of institutions training educated women for occupations other than teaching.' It was arranged alphabetically by occupations and by institutions and courses under each occupation, with admission requirements, length of course, degree (if any) conferred, tuition, summer and evening

¹ See *Journal* of the Association of Collegiate Alumnae, Vol. VI, No. 3, pp. 71-88 (April, 1913).

² See Chapter XV, p. 208 ff.

courses, occupations for which the training described would prepare the applicant, and where possible the person to address for information. This bulletin was literally a pathfinder, the first of its kind in the United States, and while in certain aspects it speedily became inaccurate or incomplete, it still remains a useful book in its field. The World War came on within a year and a half after its publication, and when the United States entered the conflict actively in 1917, the whole range of women's activities was enormously increased and became infinitely more varied. But the reports of Miss Van Kleeck and Mrs. Morgan, together with the one presented by Professor Adams at the 1912 convention of the Association of Collegiate Alumnae, and *Bulletin I* of her committee makes an outstanding group of pieces of research. Taken with such other studies as one made by Alice Friend Mitchell under the auspices of the Rhode Island Branch of the Association, entitled 'The Vocation of Dietitian,' and a study made by Marie Francke on 'Opportunities for Women in Domestic Science,' published in 1916 as *Bulletin II* of the Association of Collegiate Alumnae, the whole series was a real contribution to the study of women's education.¹

With the subtle change which had gone a considerable distance in the eighties, by which the United States was shifting its character from that of an agricultural to that of an industrial nation, with the consequent tendency of population to concentrate in cities rather than to remain in villages or upon farms, there had developed a social problem almost unknown in the earlier years of the Republic. There was as yet no technique for dealing with social problems as they presented themselves in cities, and Hull House (in Chicago) under Jane Addams's inspired leadership was not

¹ This last study was done under the guidance of Florence Jackson, who was in charge of research at the Women's Educational and Industrial Union in Boston, and also chairman of a sub-committee of the A.C.A. Committee on Vocational Opportunities. The two organizations shared the expense of printing *Bulletin II*.

in existence until 1889. At a joint meeting of the A.C.A. with the New York Branch, on March 19, 1887, Helen Hiscock Backus presented a pioneer paper on 'Need and Opportunity for College-Trained Women in Philanthropic Work.' At a subsequent meeting, Florence Kelley Wischnewetzky, later known as the Florence Kelley of the Consumers' League, spoke on 'The Need of Theoretical Preparation for Philanthropic Work.' A little later (October, 1890) Vida D. Scudder gave a paper on 'The Relation of College Women to Social Need,' followed by an address from the head-worker of the College Settlement in New York, Jeannette Gurney Fine. The Association was therefore already in the field even before the epoch-making appeals for professional education for social workers made by Anna L. Dawes before the International Conference of Charities in Chicago in 1893, and by Mary E. Richmond in Toronto in 1897 before the National Conference of Charities and Corrections. Within the next decade the Association had combined with the College Settlements Association in offering a fellowship for young women graduates who were looking forward to social work as a career.¹

But many young women who had been stimulated by their college training in economics and sociology wanted to go into civic work in their own communities. To meet this need there was established in 1915 a committee on volunteer social service under the chairmanship of Margaret A. Friend, 'as a means of inspiring the branches with a desire to be of service to their communities, and of increasing enthusiasm in the A.C.A. by calling upon all its members for coöperation in its activities.' Its first piece of work was an endeavor to establish in the branches of the Association volunteer service bureaus which should give the guidance to the volunteer social and civic worker which was being given the paid worker by the bureaus of occupations already in operation under branches in several cities. In this vol-

¹ See Chapter XI, pp. 162-63. Also pp. 299-300.

unteer social service placing the Boston Branch took an outstanding part. The branches in Philadelphia, Chicago, Minneapolis, New York, Baltimore, and Providence also established similar bureaus, either in connection with bureaus of occupations or as the first step in forming such bureaus. Moreover, branches and colleges were being called upon constantly for aid in vocational advising — or guidance, as it was called in secondary schools. When Gertrude Shorb Martin became the executive secretary of the Association in 1916, she brought to her work an experience of several years when she had been adviser of women in Cornell University, and was therefore much interested in the whole subject of vocational guidance and vocational opportunities. There appeared in the *Journal*, as soon as Mrs. Martin began her work as editor, a department called 'News Notes from the Bureaus of Occupations.' In the first number where these notes appear (September, 1916), items are given from the appointment bureau of the Women's Educational and Industrial Union in Boston, from the Intercollegiate Bureau of Occupations in New York City, from the Collegiate Bureaus of Occupations in Chicago, Pittsburgh, Los Angeles, Detroit, Kansas City, Philadelphia, and Richmond, Virginia. In June, 1917, news notes appeared from the new bureau in Denver, in October, 1918, and for the first time the bureau in Cleveland sent word of its activities, as did the one in St. Paul. Under the chairmanship of Florence Jackson, the Committee on Vocational Opportunities and these bureaus kept in constant touch, with one another on the one hand, and both of them with the vocational guidance and advising work in colleges and universities on the other. The World War had made all these allied activities of even greater significance and importance than they had been and even its close brought no diminution in the volume of labor which work on such a committee as that of Vocational Opportunities of the A.C.A. entailed. When Miss Jackson's term of office as chairman expired in 1919, she made clear

that the work had gone far beyond the A.C.A. in its need for funds and for full-time workers. Although the committee continued for another year on the list of standing committees of the Association, it did no research work, and when the Bureau of Vocational Information in New York was established, the Association itself took a membership in the new venture, and the Committee on Vocational Opportunities passed out of existence. Its history is one of significance and importance not only in itself, but because of the vision its work displays in fields which to-day are almost commonplace in this country.

The Association itself, however, coöperated in 1921-22 in a report conducted under the auspices of the Bureau of Vocational Information of New York on the training of women for careers in chemistry. A distinguished group of women, members of the Association, representing professors in eight colleges and universities, chemists in the field of biology, and chemists in industry, gave their assistance in the project, and the findings of the whole group was published in detail in April, 1922, in the *Journal* of the American Association of University Women. In commenting upon these findings, Gertrude Shorb Martin said:

So far as is known this is the first time a group of experts representing educational institutions and industry has met to discuss the training of women for a particular field of work. Such conferences are held frequently in the interests of better preparation for technical and executive men but at these meetings little or no attention is directed to the training problems of women. The results of this coöperative effort on the part of the committee of the American Association of University Women and the representatives of the Bureau of Vocational Information lead us to believe that continued coöperation of this sort is not only justified but is highly important.

In 1926 there was formed a committee of the Association called 'The Committee on the Economic and Legal Status of Women.' Immediately upon its organization it undertook through the coöperation of the branches throughout the country a study of the earning capacity of college and uni-

versity women, under the leadership of Chase Going Woodhouse. It was proposed first to ascertain the occupations of the members of the Association, 'their present earning and rate of promotion, ... the relation between experience, higher degrees, special training and earnings; number of full and partial dependents; number of children';—and other statistics and facts which should bear not only upon the general question with which the Committee was concerned, but also with the specific problem of whether conducting a home and carrying on a career outside the home can be done satisfactorily to all concerned, at one and the same time. In the pursuit of this piece of important research it was proposed to establish an 'Institute of Economic Relations,' with a five to ten year program, the A.A.U.W. to sponsor the Institute for one year.¹

In this Institute the Association goes back to an earlier piece of research, in acting as a clearing-house for information on vocational opportunities for college women. At the same time it looks forward to trying through research along scientific lines to find a better understanding (and possible solution) of problems involved in the relation between home life and professional interests where women find these in conflict. A summary of the replies of five hundred married members of the American Association of University Women who worked outside their homes after marriage—data originally collected by the Committee on Economic and Legal Status of the Association and now being analyzed by the Institute—was presented merely as a point of departure.² These women formed an unselected group represent-

¹ The plan is given in full in *Proceedings of A.A.U.W. for 1927*, pp. 153-55. See also the *Journal of the A.A.U.W. for June, 1927*, pp. 100-05 for another study made under the auspices of the research department of the Women's Educational and Industrial Union of Boston on 'College Wives Who Work,' by Anne Byrd Kennon.

² A preliminary report of this study will be found in the Special Woman's Number of the *Annals of the American Academy* for May, 1929. Reprints may be obtained for a small sum by writing to the Institute at Greensboro, North Carolina.

ing a cross section of the alumnæ of the country and living in every part of the United States. Asked to give their reasons for working, 58 per cent listed an economic one; 33 per cent listed reasons which might be described by the heading 'desire for work'; and 7 per cent listed a family situation.

Dr. Woodhouse in conducting a discussion group at the biennial convention of the A.A.U.W. in New Orleans in April, 1929, stated that while 'there was no limit to the volume and vigor of the discussion of the work of married women, the facts on the subject were very scarce.' The obligations involved in 'home and career' were of course perceived at once — of the wife to the husband and to the children, of the husband to the wife and to the children, of both to the home and to the community, and of each to the work or profession in which each was engaged outside of the home, as well as of each to the work or profession of the other. In the discussion there came of course the question of the nursery school, of the age at which children most need a mother's constant care, of substitutes for home, 'of the spiritual element' involved, and (almost the most vital) of the health and physical vigor needed to be both a wife and mother, and a professional worker of standing. These complex problems, the Institute of Women's Professional Relations proposes to study, on the beginnings made by a research project of the A.A.U.W.

In the mean time the Committee on the Economic and Legal Status of Women is, under the leadership of Clara Mortenson Beyer, continuing its work for the Association especially in outlining branch programs on various aspects of this vital and complex subject.

CHAPTER XVIII

THE ASSOCIATION OF COLLEGIATE ALUMNÆ AND THE WORLD WAR

THREE days after the United States entered the World War, the biennial convention of the Association of Collegiate Alumnae opened in Washington. One of the first actions passed unanimously by the convention was that by which all the forces of the Association were placed at the disposal of the President of the United States. Before the meeting adjourned, a War Service Committee was appointed consisting of M. Carey Thomas, chairman; Caroline L. Humphrey, the retiring president; Lois Kimball Mathews,¹ the newly elected president; Laura Puffer Morgan, president of the Washington Branch; Gertrude Shorb Martin, executive secretary; with Mary E. Woolley and Ellen F. Pendleton as the other members. A little later, Virginia C. Gildersleeve was added to the group. This committee soon reached the conclusion that perhaps the most vitally important task which confronted the Government was that of educating the people of the country as to the causes of the war and how the United States had come to take a part in it. Ever since 1914 there had been people to whom it was clear that if the war continued beyond a few months, the United States would inevitably be drawn into it, but even when war was declared by the United States, there were many people in its polyglot population who still felt we should remain neutral and who failed to see that the people of the United States were in any way involved in a struggle which seemed to them so absolutely European. The Committee of the A.C.A. felt also that this task of education was one in which the members of the organization, by reason of their college and uni-

¹ Now Mrs. Rosenberry.

versity training, ought to be especially well fitted to assist. It was therefore proposed that a campaign be at once undertaken by all the members of the Association, gathered in branches or as isolated general members, to assist in this difficult task of bringing home to the entire population an understanding of the situation with which the country found itself confronted. The proposal for a Speakers' Bureau in each of the branches preceded the creation of the Speaking Division of the Committee on Public Information. As soon as the latter had been created, Mrs. Morgan informed the director of that division of the plan the A.C.A. had in hand, and offered the services of the organization to assist the Government in all possible ways. Mrs. Morgan was thereupon made a member of the Advisory Committee of the Speaking Division and worked throughout the War in closest coöperation with it.

In order to launch the work of the Speakers' Bureau, college women's rallies were held under the direction of the War Service Committee. In these rallies the need was presented and an appeal made for the coöperation of college women, whether they were members of the A.C.A. or not. In many states and counties and cities the local A.C.A. Speakers' Bureau worked in closest coöperation with the Council of Defense, and as a consequence, hundreds of members spoke to all sorts of audiences — school children, college women, rural organizations, employees of industrial plants — gave four-minute speeches in the moving-picture theaters, in community centers, in women's clubs, and in churches. By this means, assistance was given to drives for the Red Cross, the Y.M.C.A., the Y.W.C.A., the War Savings Stamp Campaign, Food Conservation Campaigns and the Liberty Loan Drives. But the main task was probably that of setting forth clearly and succinctly the fundamental issues at stake. As illustrations of the type of work done one may cite an outstanding work in Minneapolis, where the branch made through its members over

6100 addresses, long and short, most of which were accompanied with lantern slides on American history and government, for newly arrived immigrants. In the Hawaiian Islands, the branch in Honolulu not only had an especially active committee on education, but the members conducted meetings in schoolhouses in coöperation with the board of education, and spoke often at clubs made up 'not only of Honolulu's most highly cultured women, but also made up of women speaking only foreign tongues such as Japanese, Chinese, and Korean, before whom the services of an interpreter were necessary.' The branch at Toledo, Ohio, conducted training classes for the speakers on child welfare, who then went out to reach all groups of women, at Red Cross, club, church, and social gatherings. Through the president of the Toledo Consumers' League an unusual piece of work was done for women in industry. The Central Committee in the State of Washington established a 'war study week' in which the state chairman of speakers' materials led the discussion and conducted the training course. The Pueblo, Colorado, Branch as an organization took charge of the rural speakers' bureau for Pueblo County, furnishing speakers and providing transportation for them to and from the appointed places. 'This often meant many miles of traveling over uncertain country roads' in a country where the winters are unusually severe. The Pittsburgh, Pennsylvania, Branch maintained a short-term training class in public speaking in coöperation with the education department of the Central Woman's Committee. Here lectures were given by professional speakers on subjects connected with public speaking and the proper use of the voice, two classes a week were devoted to personal drill and criticism, and literature was put into the hands of volunteers thus trained. Not only did trained speakers travel over the country speaking at community meetings, schools and clubs, but selected leaders were sent to rural communities to meet with teachers and patrons who were interested in reviewing

week by week with the aid of maps the progress of the war. Ten members of the branch in St. Paul, Minnesota, received instructions in public speaking from a member of the faculty of the University of Minnesota, and did admirable work throughout Ramsey County.

In addition to the speaking campaign, the branches assisted in the distribution of government and other publications, from public rest-rooms, lobbies of public libraries, and all other places from which these pamphlets could go forth. Moreover, they coöperated with the Children's Bureau and the Child Welfare Department of the Woman's Committee in the work of the 'Children's Year.' Nearly all of the branches furnished volunteer workers for the weighing and measuring tests, while many individual members assisted in the more difficult follow-up work which was necessary in the continuance of the plan. The 'back to school' drive enlisted many members, for it was felt that the schools must under all circumstances be kept moving at the highest possible level. In this connection, a number of members of different branches went into the schools as supply teachers and took part in the Americanization movement which was one result of the facts elicited by the draft boards.

The Association as a whole coöperated with organizations dealing with all sorts of educational work, but perhaps most closely with the American Council of Education and with the Association of American Colleges. The latter organization sponsored the project for bringing to the United States a hundred or more young French women to be educated in our American colleges. It was proposed that the colleges receiving these young women, or friends of the colleges, should bear the entire cost of their education. Where this was not possible the college remitted the tuition fees and often friends came to the rescue for supplying living expenses. Mary Benton, then dean of women at Carleton College, Virginia C. Gildersleeve, and Virginia Newcomb, of the International Relations Committee of the A.C.A., were es-

pecially active in bringing this plan to completion. Miss Benton was appointed to go to France to select these young women and bring them to the United States. In New York the standing committee of the A.C.A. on Foreign Students, and the New York Branch of the A.C.A. took charge of the distribution of these newcomers to the different colleges and did everything in their power to provide friends and hospitality for them, as well as to prepare the way for a welcome in the college which was to receive them.

The Association was asked also to recommend especially trained workers for various forms of national service. Through a joint committee of the A.C.A. and the Intercollegiate Community Service Association, the task of recommending properly qualified women for overseas service proved so valuable that the Red Cross and the Y.M.C.A. used this joint committee almost from the first as their official agency for procuring the type of woman worker needed in their overseas service. The Association also assisted in the task of procuring properly trained women for the Girls' Work Division of the War Camp Community Service.

Out of the circumstances attendant upon the war there grew some of the most important of the later developments of the A.C.A. The International Relations Committee, with the founding of the International Federation of University Women, came as a direct outgrowth of the war, and of the international contacts thus begun.¹ The Housing Committee of the Association was also a child of the war,² as were the state organizations of branches which were effected in 1917-18 along with the development of the State Councils of Defense. The State Divisions of the Association have grown in strength and usefulness ever since.³ The interest of the Association in the problem of illiteracy in which many branches, notably those in Wisconsin, are vitally

¹ See Chapters XX, XXI.

² See Chapter XV. ³ See Chapter XXV.

interested, was also an outcome of the draft examinations. Americanization programs were given additional impetus at this time with the sudden realization that for years a stream of immigrants, particularly from the southern European countries, had been swarming into the United States, with a background so foreign to that of the great democracy in which they found themselves that they had remained as unusually isolated units, especially in the midst of the great cities. To be sure, groups had come into the United States from northern and western Europe which had remained somewhat isolated, but in the second and third generations these earlier immigrants had been almost always absorbed into the fabric of American life and were indistinguishable from their neighbors whose ancestors had come in the seventeenth and eighteenth centuries. With the war the different character of the later immigration became clear, and along with this perception came another — that of the necessity for making a definite effort to assimilate the later comers. In this work of Americanization, which is still going on, the branches of the American Association of University Women have played a considerable part.¹

The establishment of a headquarters and clubhouse of the Association of Collegiate Alumnae in Washington in 1919 was another project which was a definite outgrowth of the experiences of the war years. The need of a central point at which the national work of the organization might be located had long been known, but the necessity of a center from which its contacts with other organizations might radiate, and from which the stimulus to its branches, no matter how scattered they might be, should be more continuously directed, emerged between 1917 and 1919 with an insistence which could not be denied. Hence permanent headquarters were in 1919 established in Washington.²

¹ See Chapter XXVI, for more detail of these types of work in the branches.

² See Chapter XIX.

The war work of the branches of the Association deserves a volume by itself. It is here possible only to sketch the larger outlines of a magnificent achievement. The Ann Arbor, Michigan, branch raised five hundred dollars for the American University Union in Paris, another one hundred dollars for the American Commission for the Relief of Devastated France, and conducted a hostess house for enlisted men on the campus of the University of Michigan, all this in addition to individual adoption of French and Belgian orphans, to the purchase of liberty bonds, Red Cross memberships, etc., and to taking a large part in the Speakers' Bureau. Aiding in the purchase and personnel of ambulance units, the members of the A.C.A. often played a part, often, perhaps, more largely through their colleges and universities than through the Association itself. However, the Chicago Branch helped to finance and send abroad two ambulance units, while many other branches contributed to the support of similar projects. The branch at Buffalo, New York, carried on work at the Thrift Kitchen with valuable demonstrations of food conservation. The Boston Branch carried on a 'liberty bread shop' at one of the department stores, where bread was sold daily by members of the committee, luncheon served to an average of one hundred persons, while talks and demonstrations on food conservation were given and recipes sold. [Perhaps the greatest work of the Boston Branch, however, was the maintenance of the house club for men in uniform on Cape Cod. Here a homelike recreational center was provided for the men of the patrol boats, coast guards, and radio stations on that bleak shore. The story of the 'Little House at Chatham' is one of the most thrilling that is told. 'Not the least popular of the privileges of the little house at Chatham... was its bathroom.' It was said that a million dollars could not have bought a bathtub for the enlisted men in that arid region anywhere else, and the Boston Branch members who took turns two by two as hostesses at the house reported that water was running in

the bathtub every day from early morning to ten o'clock at night.

In providing various forms of entertainment for soldiers and sailors, much was done by the branches of Chicago, Kalamazoo, Appleton, San Antonio, Battle Creek, and Cincinnati, the last two maintaining hostess houses. At Seattle, Washington, an especially helpful piece of work was done in conjunction with the Tacoma Branch, at Camp Lewis, where the newly formed army groups collected. The branch at San Antonio, Texas, was one which found unusual opportunity for war work, since the city was a training center and members were called upon for service in community and hostess houses, as nurses in the base hospital, as entertainers for soldiers sick and well, while in their odd moments the members made surgical dressings, knitted for the soldiers, sold Liberty Bonds, gathered and distributed reading material and flowers, and in every way possible helped the men training for service or in service, or assisted their families. It is impossible to speak of all the branches which supplied leaders in Red Cross work, but Mrs. George W. Knight, president of the branch in Columbus, Ohio, raised the number of her workers in surgical dressings from nine to nine thousand in the early part of the war. While the mother worked at home, the daughter Margaret received a decoration abroad.

The long story of the San Francisco Bay Branch which united members from San Francisco, Oakland, Berkeley, and other cities in the vicinity, can be imagined from the list of their committees in 1918: 'War Service (including Red Cross, Food Conservation, and Public Speaking); Education (studying educational legislation and general problems of the public schools); School Survey (working on the recommendations for San Francisco of the United States Bureau of Education); Certified Milk and Baby Hygiene (coöperating with the Children's Year and conducting two clinics for the Associated Charities of San Francisco); Vocational

Opportunities (investigating the local situation in regard to the employment of college women); Back-to-the-School (including various reconstruction problems); Modern Plays; forming War Savings Societies and contributing to the support of a French orphan in addition to their usual reading. During the Liberty Loan drives, twenty-two life members were secured, making a total for the California Branch of twenty-eight.'

Although bureaus of occupation or placement bureaus, as they were sometimes called, were in existence in a few cities before 1914, the war needs brought their value distinctly to the fore. The Kansas City Branch did a unique piece of work in the formation of a branch volunteer vocational bureau for the placement of women in part or whole time work. Having started this bureau, the branch turned it over in time to other management. The branch also established a placement bureau for high-school girls who without financial aid would have left school. Here again the board of education took over the work when it was found so valuable that the school executives themselves assumed responsibility for it. The Minneapolis Bureau of Occupations was also begun at this time under the auspices of the branch. The St. Paul Branch coöperated in the establishment of this 'twin-cities' bureau which immediately proved its value in the community. Duluth at the same time established a part-time vocational bureau. The Denver bureau likewise was an outgrowth of the war.

The branch at Superior, Wisconsin, through a special committee assisted the Women's Council in maintaining an emergency workshop for women during a stringent period of unemployment in the winter of 1916-17.

Closely allied with these projects were the coöperative houses where women students might live more economically during their college course. These were established in Madison, Wisconsin; Urbana, Illinois; Detroit and Ann Arbor, Michigan. The branch in Washington, D.C., main-

tained from 1918 to 1922 a rooming-house for college girls in government work. The housing problem had reached a crisis and thirty-two girls were provided with room and board at a cost of between \$42.50 and \$50 a month. A small deficit of \$190 was incurred by the Washington Branch and paid as a part of its war service.

Many branches began at this time their interest in vocational information and guidance, a need accentuated by the situation which the war sharpened in the demand for college girls in occupations other than teaching. For example, the branch in Lawrence, Kansas, carried forward such work for two years, after which it was taken over by the university itself. The University of Missouri did a brilliant piece of war work by directing their girls to war agencies within reach of their home towns and sending to these agencies a careful estimate of each girl's ability — information of inestimable value to committee chairmen.

The war gave immediate opportunity for renewed urging that women be placed on boards of various sorts, notably boards of education and school boards, since men were just then often drawn off for work of a different sort. The members of the A.C.A. were quick to see their opportunity here, and as a result in many places branches such as the one in Missoula, Montana, recorded one of their proudest achievements in the election of an A.C.A. member to the school board of the city.

The influenza epidemic of 1918, which, in the fall of that year took possession of the United States from one coast to the other, called forth all the energy and resourcefulness of the women of the country. Although the A.C.A. reported its devastating influence upon routine work of the branches, nevertheless the members of the branches in many cases did what would seem superhuman tasks. A member of the Sheboygan, Wisconsin, Branch, in addition to serving as chairman of the committee that organized the Sheboygan County Chapter of the American Red Cross with thirty-

three branches in the county and thirty-one auxiliary chapters in the city of Sheboygan, also organized and directed the Red Cross kitchen during the epidemic, provided meals for stricken families in their homes and for children in the Masonic Temple, which also served as a temporary shelter for those children whose families could not care for them at the moment. She and her helpers also provided meals for patients and nurses in the emergency hospital.¹

Although the majority of the people of the United States were not especially interested in countries across the water, there were nevertheless many who by dint of study or travel had become vitally interested in the people of different European and Oriental countries. Moreover, people followed individual war workers with a sympathy, an emotion, and a strong desire to help, which was of the greatest importance later in stimulating international coöperation and study. It was natural that the California branches should early in 1914 begin their support of the work of the Commission for Relief in Belgium, since Mr. and Mrs. Herbert Hoover and Mr. and Mrs. Vernon Kellogg were of their own cherished group. Aid for the Italian orphans and the French orphans began almost immediately in branches throughout the country, where both individual members and branches as a unit adopted Belgian, French, and Italian orphans. Perhaps the outstanding achievement in the adoption of French orphans was that of the branch in Grand Forks, North Dakota, which adopted fourteen. Other branches doubtless had as many through individual members, but this project was undertaken by the branch itself. The branch at Pittsburgh, Pennsylvania, supported one orphan, Marie Louise Point, of Vaucluse, not only during the period of the War, but until 1926. The branch in Salt Lake City adopted Xavier Felici, of Ajaccio, Corsica. The branch at Spokane,

¹ This was Marie E. Kohler, a graduate of the University of Wisconsin. Doubtless other branches could tell similar stories of the devotion of individuals in their community in the fall of 1918.

Washington, adopted two French orphans and two Belgian orphans. The branch in Seattle, Washington, still interested in relieving the suffering which did not end with the Armistice, in January, 1920, records a gift of \$21 to the American Friends Society for relief work in Germany and Austria.

Hundreds of members of the Association served in 1917-18 on national, state, or local committees. One branch member was the head of the Women's Council of Defense in her State, others served on boards of education. The work thus begun is in many cases still carried on either by the generation which was most vitally interested in the years 1914-18 or by those who served as understudies at that time and have now come to the fore as leaders of enterprises in whose founding or whose carrying on they shared. The branch histories are full of these 'rolls of honor.'

Of the women in overseas service the records contain literally scores of names. One of the fellows of the Association, Ruth Holden, died in Russia. A member of the branch at Superior, Wisconsin, Faith Rogers, gave her life in France, as did Ruth Cutler, of the St. Paul Branch; and doubtless there are others of which the branch histories do not speak who directly or indirectly gave their lives for the cause.

A number of members of the branches were decorated by the Governments of France, Belgium, Italy, and England. From the Seattle Branch, Dr. Mabel Seagrave, who became assistant director of a hospital in southern France, was one of two women doctors who served ten thousand Belgian and French refugees during the influenza epidemic. The French War Office in appreciation of her services, decorated her 'for beautiful service.' Dr. Olga Stastny, of the Omaha Branch, daughter of Czecho-Slovakian parents, after working in Serbia accepted a call from Dr. Alice Masaryk to do post-war work in the new Czech Republic. Dr. Stastny was sent at once into the camps where the

morale of the army had been shattered and the soldiers needed a new spiritual impulse. Before returning to America, Dr. Stastny had made two complete circuits of Czechoslovakia and had organized committees to carry on her work. She is known as 'the mother of the Czech army.'

The branch in Washington, D.C., counts among its members Major Julia Stimson, dean of the Army School of Nursing, who was the first woman to have the rank of major in the United States Army, and who was awarded the United States Distinguished Service Medal, the first-class medal of the British Royal Red Cross, and the *Médaille de la Reconnaissance Française*. Dr. Louise Taylor-Jones, of the Washington Branch, was awarded the Distinguished Service Medal by the Serbian Government. Mrs. John M. Olin, a member of the Madison, Wisconsin, Branch, who had for many years been a most devoted worker for the A.C.A., was decorated by the Belgian and the French Governments for her work on behalf of their women and children.¹ Professor and Mrs. M. S. Slaughter, of Madison, Wisconsin, had charge of the Red Cross work, not only of the city of Venice, but of the whole region after the Piave disaster. Professor Slaughter was decorated by the Italian Government. His wife, Gertrude E. T. Slaughter, a member of the Madison Branch, was decorated by the Third Army with the White Cross of Savoy, while the city of Venice gave her a gold and jeweled brooch with the insignia of the City of Venice upon it. Mrs. Slaughter received also the Red Cross Medal.

Of the work of scores of other branch members, in every part of the world, one has not sufficient space to speak. The illustrations given show the type of service which was given again and again.

Not as an aftermath of the war, but as an illustration of the interest in other countries which that great struggle had accentuated, was the interest in the United States in the

¹ Mrs. Olin died in January, 1922.

Oriental colleges for women. Writing in September, 1921, Mrs. Martin said: ¹

There are seven of them — one in Japan, three in China, three in India. They are called the Seven Union Christian Colleges for Women in the Orient. They have been created by the combined missionary effort of Great Britain and the United States. They are Christian but non-sectarian. Their students are partly Christian, both Protestant and Catholic. For the rest they represent all the religions of the Orient. Two of them — one in China and one in India — are medical colleges. All of the liberal arts colleges are standard colleges, comparable to any of the standard colleges of this country.

The immediate need of these colleges was for buildings, and with the appeal of Mrs. Martin and through her of the whole Association, the branches valiantly did their utmost on behalf of these sister institutions. The North Dakota Branch at Grand Forks, either through individual members or branch activity, raised the sum of one thousand dollars for these colleges. Great Falls, Montana; Aurora, Illinois; Columbia, Missouri; the Ozark Branch (Springfield, Missouri); Salt Lake City; various cities in Kansas, various branches in California, in Colorado, and in the Eastern States raised sums for the same altruistic project. Under the auspices of the branch at Tulsa, Oklahoma, the Oklahoma branches together raised one thousand dollars; the branch at Lincoln, Nebraska, raised five hundred dollars; but these sums are no criterion of the abiding interest of the members of the Association in the Oriental colleges.

Meanwhile, the branch at Northfield, Minnesota, made a gift to the International Council of Women, and that of Seattle, Washington, to the college of Kobe in Japan. A branch representing quite a region in Southern California, the 'Pomona Valley Branch,' records as contributions from its members following the war:

¹ *Journal* of the Association of Collegiate Alumnae, Vol. 14, Nos. 11-12, pp. 245-47.

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1921-22.....	For the Oriental Colleges.....	\$542.00
Summer of 1922.	To the Near East Relief.....	100.00
1923.....	To the Y.W.C.A. work in Constantinople, Turkey.....	25.00
1923.....	To the Carr Creek Community Center, Kentucky.....	25.00
1923-24.....	Reconstruction of the Louvain Library.....	100.00
1926-27.....	Scholarship to an Oriental college girl.....	25.00

Here again the story is told quite simply and with no emphasis upon it as a significant achievement.

Nor did the interest in the welfare of other countries die down with the project for the Oriental colleges. The destruction of the University of Louvain, which seemed to scholars everywhere an unnecessary piece of vandalism, aroused Americans to the need of assisting this ancient center of learning in again preparing itself for the task of education which through the centuries it has carried on. The Louvain Library Fund made an especial appeal to the members of the A.A.U.W., and a number of branches contributed to this fund, notably, those in Ithaca, New York; Saginaw, Michigan; and Boston. In the latter branch, not only was a sum of money raised toward the rebuilding of the library itself, but one member of the branch, Mary Ladd, presented to Louvain an especially fine set of French classics which had once been the property of her father, who was not only one of the founders of the Chauncy Hall School in Boston, but had offered the use of the building for the organization meeting of the A.C.A. That the volumes which Miss Ladd presented were of a rare edition and highly valuable was especially gratifying to the Louvain authorities.

Such is the brief outline of the A.C.A. and the World War. The whole story would make a notable volume in itself. Enough has been given to show the character of the work and the spirit of the workers, which is all that a single chapter can set forth. To the student of history the contrast between the haphazard way in which the women of the United States went to work, North and South, in 1861, and

the precision and swiftness with which the woman power of nearly half a continent was mobilized in 1917, is amazing and arresting. With the same depth of emotion, equal patriotism of a high order, equal determination and equal courage, the training of half a century of higher education perhaps, of widespread organization certainly, justified itself many-fold. To have had a share in such development and growth in power as the story of this chapter makes manifest is in itself justification enough for the A.C.A. and its founders.

CHAPTER XIX

THE WASHINGTON HEADQUARTERS

As a result of the expansion which came to the Association largely because of the World War, the need for a permanent headquarters for the Association became acute. Until 1919 the Association had always had its headquarters where the secretary of the organization happened to live. While Marion Talbot was secretary, the headquarters of the Association were at her home, 66 Marlborough Street, Boston. During the years when Elizabeth Lawrence Clarke was doing her devoted and effective work as secretary, the headquarters of the Association was in Williamstown, Massachusetts, Mrs. Clarke's home. When Gertrude Shorb Martin took over the work, the top floor of her home in Ithaca, New York, housed the records. The work of the secretary of the Association was thus free of any charge for light, heat, telephone, or rent, items which would otherwise have had to be included in the budget. All these items Mrs. Martin provided as a 'free-will gift' to the organization to whose interests she had long been devoted. In 1921 Mrs. Martin wrote:

I entered upon the work of the secretaryship a little less than five years ago. At that time the amount of office equipment belonging to the Association was very moderate indeed and it was easy to find space for it in a large room on the third floor of my house. By far the largest part of it consisted of old copies of the *Journal*, of some issues hundreds of copies. In addition to this there were some correspondence files, and a heavy oak chest containing the archives. There was no typewriter, no desk, no catalogue case. The catalogue came shipped in pasteboard boxes. A little later, when Mrs. Pomerooy moved from Philadelphia, she sent to my office a typewriter and a typewriter desk which had been used by her in Philadelphia in connection with the treasurer's work, and which belonged to the Association. This practically constituted the equipment of the office.

During the war, with the increased association and co-operation with the Government and with other organizations, the need of a permanent address in Washington became too apparent to be ignored. Laura Puffer Morgan, vice-president-at-large of the Association, with members of the Washington Branch carried a great responsibility without adequate facilities throughout the entire period of the war. It was quite natural, therefore, that at the convention in St. Louis in 1919, Mrs. Morgan should bring forward a definite plan for Washington headquarters. She and her associates had found that the house at 1607 H Street, Lafayette Square, opposite the White House, would be available on July 1, when the Government, which had been making use of the house during the war, should give it over. The house was one of real distinction in history. It had been the residence of well-known persons, had seen notable people as guests under its roof, and was of such a character as to be a dignified clubhouse as well as a suitable headquarters for the Association. Mrs. Morgan proposed that the Association should rent the house for a term of years, appealing to the members of the Association, to alumnae associations of different colleges and universities, and to individuals for the necessary funds to equip and furnish it. The Association voted to place the project in the hands of a committee of seven to be appointed by the president to work out in conjunction with a committee of the Washington Branch a plan for such headquarters and clubhouse as might seem desirable, with 'orders to go ahead with plans if it seemed wise to do so.' It was, however, specifically understood that the project of headquarters and clubhouse should not entail a demand upon the branches to provide for the financial support of the enterprise. With this understanding the committee was to proceed.

It is not possible to go into detail with regard to the two years during which the Association occupied the house. Rooms were furnished by the alumnae groups of Smith,

Vassar, Wellesley, Bryn Mawr, Mount Holyoke, Trinity, Radcliffe, Barnard, Elmira, and Goucher Colleges. Other contributions were made by the alumnæ of the Massachusetts Institute of Technology, Stanford University, the Universities of Missouri, Kansas, Michigan, and Wisconsin. Besides these gifts of alumnæ organizations, the branches of the Association made contributions in these early days, either in loans or in gifts. Individuals also contributed funds, and when the house was opened, every one was enthusiastic over what the committee had been able to accomplish.

Distinguished visitors came as guests almost from the outset, among them the three English scholars — Dr. Caroline Spurgeon, Dr. Winifred Cullis, and Dr. Ida Smedley MacLean, who made an extensive tour over the United States in the interests of the International Federation of University Women. The Washington Branch had itself an unusual number of distinguished members, many of whom brought other guests from abroad and at home to the house on Lafayette Square. Mrs. Herbert Hoover initiated the Public Interests Committee of the national headquarters; Helen Atwater, Shirley Farr, Mrs. Walker Hines, Mrs. Louis Slade, Mrs. Frank A. Vanderlip, Mrs. Glen Swiggett, and Lucy Madeira Wing all belonged to the Clubhouse Committee. Mrs. Robert Lansing and Julia C. Lathrop were members of the Advisory Committee. Mrs. Morgan and Mrs. Theodore Cole with Olive Davis worked endlessly to make the house a well-ordered household. Mrs. Pearmain, as chairman of the Furnishings Committee, was responsible for the beautiful arrangement of rugs and furniture which were purchased with the greatest discretion and economy and yet entirely satisfied the eye. Mrs. William Morton Wheeler, President M. Carey Thomas, Shirley Farr, and Mrs. Caro C. T. Martin spent hours on the troublesome financial end of the project. Eva Perry Moore was the first chairman of the board of directors, and Major Julia Stimson was the first chairman of the board of managers. Alto-

gether, as one looks back upon the years spent in the Lafayette Square house, one realizes how devoted and how selfless were the efforts of many women who made this first important venture of the Association in the matter of a home the success that, in spite of many difficulties, it really was.

But the United States Chamber of Commerce cast a longing eye upon the house, for, with the Corcoran property which extended to the corner to the west, the site was ideal for such a building as its directors contemplated. The story of the way in which the agents of the owner of the clubhouse — all unknown to him — tried to oust the negro caretaker; of how they tried to terminate the lease by devious methods; of how the Association planned to go to law to preserve its rights in the house; and of how at last the matter was settled by an arrangement between the United States Chamber of Commerce, the owner of the house, and the committee of the American Association of University Women, need not be told here in detail. It is amusing reading, but the humor of the situation did not at that time always impress the officers of the Association. Finally, in 1921, at the convention held in Washington, a committee was appointed to consider the purchase of another property, leaving the H Street house for the United States Chamber of Commerce. On this committee, with Jessie C. MacDonald as chairman, were associated Marion Reilly, Mary A. Wilbur, Helen Atwater, and Lucy Madeira Wing, representing the colleges of Wellesley, Bryn Mawr, Elmira, Smith, and Vassar. This committee recommended to the Association the purchase of the property at 1634 Eye Street, N.W., overlooking Farragut Square, which had been for several years the home of the Men's City Club of Washington. The property was purchased for \$165,000, including partial furnishings, and was financed by a cash payment on June 1, 1921, of \$5000; on December 1, 1921, another payment of \$5000; and on February 1, 1922, another of \$35,000.¹ There were arranged

¹ This sum was raised through the sale of A.A.U.W. bonds secured by a third mortgage on the property. See Chapter IX.

a first mortgage of \$45,000, due June, 1923, and a second mortgage covering the remainder of the purchase price. The damages received in the suit for possession of 1607 H Street, terminated out of court, amounted in all to \$20,967.86. This amount was applied on the purchase of the new home. In addition to the purchase price, extensive repairs had to be made and interest charges met, so that the balance sheet of 1924 listed as assets (and liabilities set over against them), the sum of \$298,392.55.

Into its new home the American Association of University Women moved in the fall of 1922, and on December 6 of that year occurred the formal opening of the new headquarters and clubhouse which had been the property of the Association only since the preceding June. The summer had been spent in renovating and remodeling the building to suit the needs of a woman's organization. An electric elevator had been installed, partitions added or removed, fresh paint applied, the furniture from the H Street house taken over and rearranged in the new quarters, with new furniture and new hangings added by gifts or by purchase. The business offices had been occupied since the middle of October by the three new secretaries — Frances Fenton Bernard, educational secretary; Ruth French, executive secretary; and R. Louise Fitch, temporarily membership director and editor of the *Journal*. Formal invitations for the opening were sent to college presidents, deans of women, heads of special departments throughout the United States, to all departments and friends of education in Washington, besides all branches and general members of the A.A.U.W. The guests were received by the national president, Ada Louise Comstock, then Dean of Smith College. Major Julia Stimson, chairman of the board of managers, Harlean James, president of the Washington Branch, Caroline L. Humphrey, former president of the Association, Vinnie Barrows, chairman of the House Committee, Mrs. Glen Swiggett, acting chairman of the Executive Committee, and the three secre-

taries of the Association received the guests. Personal messages were received from President and Mrs. Harding, ex-President and Mrs. Wilson, Vice-President and Mrs. Coolidge, the Chief Justice and Mrs. Taft, and General Pershing, with telegrams and messages from sixty college presidents, twenty deans of women, and representatives of many branches. It was altogether a most notable occasion. From that time until to-day the Association has occupied these quarters.

When it is remembered that the Association is scattered in length and breadth over the United States, that no very great number of the members are ever able to avail themselves of the privileges of the clubhouse, and that the membership has never been composed of people of large means, the magnitude of the task which the Association set itself in purchasing a home can scarcely be overestimated. At times it looked impossible, but because of the devoted interest of hundreds of people, the Association was at last in 1927 able to announce the completion of the purchase. At the convention held that year the Association on motion duly seconded voted: 'That the services performed by the trustees of the Washington fund be accepted with gratitude and that their resignation be accepted at the termination of their task.... President Reinhardt paid a tribute to the memory of Mrs. Brookings, and on behalf of the Board of Directors, presented to the National Group as a nucleus of a memorial library, a set of Parkman's Works.' In the resolutions adopted by the Association at its closing session, there appeared the following: 'Be it resolved that this Association express to President Reinhardt... its keen appreciation of her great devotion, particularly during the difficult Washington fund campaign.'

Had it not been for the staunch support of the presidents of the Association — Ada L. Comstock and Aurelia Henry Reinhardt; for the financial advice and work of the treasurers of the Association, Katharine P. Pomeroy and Vassie

James Hill; for the unexampled organizing power of Marion Kinney Brookings; and the work of hundreds of members of the Washington Branch and of branches throughout the United States, the project could never have been brought to completion. In reading the histories of three hundred branches of the Association during the writing of this history, the authors have come again and again upon the statement that 'this branch finally completed its quota for the Washington headquarters.'¹ Sometimes this amount was thousands of dollars, at other times it was less than fifty dollars, but by these contributions the branches of the Association certainly made stronger the tie between the local groups and the national officers and organization. The largest single gift came from the College Club of Washington, a separate organization which had, for several years, maintained a clubhouse of its own. When this Washington college group in 1925 sold their clubhouse, they joined their membership to the Washington Branch, and gave to the national headquarters the sum of \$10,000. The contribution of the Washington Branch, exclusive of this gift, was \$13,734.35, although its quota was only \$4,004. The next largest gift from a branch came from the Boston Branch, which contributed \$7895.41, thereby oversubscribing its quota by over \$500. The branch at Cape Girardeau, Missouri, organized in 1923, set about at once to assist with the headquarters purchase, and contributed \$336. In Wisconsin the branches at Appleton and Beloit divided a prize offered to the group in the State which first completed the payment of its pledge. The branch at Norfolk, Virginia, which had been an A.C.A. branch from 1902 to 1918, a S.A.C.W. branch, 1918-21, and an A.A.U.W. branch after 1921, contributed \$800 to the purchase. The Washington Branch

¹ Payments on some of the pledges which the branches regard as a moral obligation are still (1931) being received, although the headquarters have been paid for since 1927. Monies so received are put into the reserve fund.

took upon itself the obligation of selling \$50,000 worth of bonds when the purchase was begun. More than this amount was disposed of through a committee headed by Gertrude Van Hoosen, of which \$35,000 was subscribed in Washington itself.

To-day if any reader of this book should find herself in Washington, she should without question go to 1634 Eye Street and ask to see the Founders' Book. There on beautifully illuminated pages are the names of the branches of the Association with the leaders of their work, and the names of many in whose memory the local funds were raised. It is indeed 'a book of remembrance,' a record of devotion and of achievement and an earnest of the idealism of American college women.

The property at 1634 Eye Street has increased in value as the years have gone on, and, as the work of the Association has increased, more and more space has had to be taken over for offices with a corresponding decrease in the number of rooms available for permanent or transient guests. All national members of the A.A.U.W. are automatically non-resident members of the National Club, and entitled to occupy rooms when space is available and to take advantage of the facilities of the dining-room when they are in Washington. The time will doubtless come when another building will house the Association. What is needed is a building especially designed for the twofold use which must be made of it — as headquarters for the National Association and as a clubhouse for the college women of Washington, of the United States, and of those women from foreign countries who come for any reason whatever to this country.

CHAPTER XX

THE COMMITTEE ON INTERNATIONAL RELATIONS

ON April 19, 1914, at a meeting of the Council of the A.C.A. a motion was offered to form a special committee whose duty it should be to confer with women coming to this country for study from our foreign possessions and other countries, and to offer them such aid as they might need. Of this Committee on Foreign Students, Elizabeth M. Howe, of Buffalo, was made chairman and served with great effectiveness during the five years of the committee's existence. In 1915, she reported the membership of her committee as follows: Margaret E. Maltby, New York; Frances H. Sidwell, Washington; Ruth L. Child, Boston; Dr. Martha Tracy, Philadelphia; Frances Anderson, Jacksonville; and May Treat Morrison, San Francisco. Mrs. Howe explained the duty of these committee members, each of whom was to organize a local committee in her own city, also expressing the hope that committees would be formed as occasion demanded in other cities as well. She urged the members of the Association throughout the country to stand ready to assist in every way women from other countries who should come to study our system of education. 'One such visitor from Chile,' she said, 'was here two years ago, a woman of charm and dignity, whose like we should in future be prepared to welcome.' Mrs. Howe reported the cordial coöperation of John Barrett, Director-General of the Pan-American Union and of the Pan-American Division of the American Association of International Conciliation, whose headquarters were in New York.

A significant incident a year before the entrance of the United States into the World War shows the international spirit of the A.C.A., and how quickly it could be aroused.

At the meeting of the A.C.A. Council in April, 1916, Marion Talbot presented, at the request of Jane Addams, the distinguished head of Hull House and perhaps the most internationally minded woman in the United States, the following resolution:

Whereas, Information has been received at the State Department that Alice Masaryk, a distinguished woman scholar, Doctor of Philosophy in History of the University of Berlin, the daughter of an American mother, and an instructor of collegiate rank in Bohemia, for some time a resident of the University of Chicago Settlement, and so personally known to many American university men and women, is now held a prisoner in Vienna under charge of high treason, and will be tried by military authorities; therefore, be it

Resolved, That we, members of the Council of the Association of Collegiate Alumnae representing forty-six colleges and six thousand university women, urge upon the Austrian authorities such postponement of decision in the case as will enable all pertinent facts and sentiments to be adequately presented and duly considered.

Although this resolution possibly had nothing to do with her release, it is a matter of satisfaction to the A.A.U.W. that years ago it should have taken a stand on behalf of the daughter of the President of the Czecho-Slovakian Republic, herself a woman of distinction.

The Committee on Foreign Students was to do a piece of work with concrete results; for it was largely through its efforts and the leadership of Mrs. Howe that a Latin-American fellowship was offered in the spring of 1917. The notice of the fellowship appeared by some curious chance in a Venezuelan newspaper and was read by Virginia P. Alvarez, who applied for the fellowship and held it until she received her degree of Doctor of Public Health from the University of Pennsylvania.¹ In 1917, the Association of American Colleges approached Mrs. Howe's committee with regard to a project of placing French girls in the colleges of the United States, and met with an immediate and cordial response.²

¹ See Chapter XI.

² See Chapter XVIII.

Upon the entrance of the United States into the World War, the Association of Collegiate Alumnæ, meeting just at that time for its biennial conference in Washington, D.C., authorized the appointment of a Committee on International Relations. This committee was appointed at the council meeting held in Chicago in April, 1918, with a membership as follows: Chairman, Dean Virginia C. Gildersleeve, Barnard College; President M. Carey Thomas, Bryn Mawr College; President Ellen C. Sabin, Milwaukee-Downer College; Dean Lucy Ward Stebbins, University of California; Mabel Hurd Skinner, Victoria College, Toronto University; Lois Kimball Mathews, *ex-officio*; Gertrude Shorb Martin, *ex-officio*. The committee was so scattered that it was impossible to secure a full attendance at any meeting. The first meeting was held at Barnard College in June, 1918, and was merely for organization. In the October following, the women members of the British Educational Mission came to the United States and had a conference with Miss Gildersleeve in New York, at which time the project of an International Federation was broached. On December 6, 1918, Miss Gildersleeve's committee held at Radcliffe College a conference jointly with the Committee on War Service Training for Women College Students of the American Council on Education and the women members of the British Educational Mission, at which representatives of a number of colleges were present. On February 7, 1919, certain members of the committee held a conference with certain members of the Committee on Foreign Students to discuss the interests which the two committees had in common. In this conference the scholarships for French girls were discussed at some length. The extending of aid and hospitality to these students had been the province of the Committee on Foreign Students, but certain problems regarding the future plans for foreign scholarships, it was realized, belonged more properly to the Committee on International Relations. The whole question of the best way of securing and administrat-

ing scholarships for American students abroad and for foreign students in America was, it was felt, of extreme importance, and the two committees agreed to work together on the project.

The first question referred by the Association to the Committee on International Relations was the application of the Alumnae Association of University College, Toronto, Canada, for membership in the A.C.A. Dean Gildersleeve's committee opened correspondence with this Canadian group, with the result that the Canadian Federation of University Women was formed in time to become the third member of the International Federation of University Women in 1919.

The next problem was that of branches outside of the United States. Dr. Caroline E. Furness, of Vassar College, made a trip to Japan in 1918-19. Before she left the United States, she asked the president of the A.C.A. for a letter of introduction and authorization to form, if possible, a branch of the A.C.A. in Tokyo. As a result of Dr. Furness's visit, the Tokyo Branch was organized. Thus the Committee on International Relations had a point of contact with Japan.² The Committee on International Relations opened correspondence with a group of graduates of the University of Michigan in China with the hope of establishing a branch in Peking. Eveline A. Thomson, of the faculty of Constantinople College, spent some months in 1918-19 in the United States, and upon her return to the Far East, undertook on behalf of the A.C.A. to investigate the situation in Constantinople and attempt to organize a branch or a college club of some sort in that city. The committee reported in 1919 that it felt the establishment of foreign branches and the affiliations with organizations of university women in other countries to be of the greatest advantage to American college women.

In the report made to the convention of the A.C.A.

² See Chapter XXVII.

in April, 1919, Miss Gildersleeve, after speaking of the problems already mentioned, concluded as follows:

The committee is interested also in bringing about the exchange of women professors between our colleges for women and foreign universities.

Plans are being discussed for a headquarters in Paris which shall be a center of information and sociability for American and British university women. These have not yet crystallized into very definite shape, but the chairman of this committee has been in touch with a group at the Women's University Club in New York interested in the project, a group in Paris, and the American University Union.

One of the most important duties of the committee during the first year of its existence has been to find out what was already being done in this field by other organizations and to coördinate its own work and future plans with these efforts. Besides keeping in touch with the Committee on Foreign Students and the Committee on Fellowships of the Association, it has been in communication with the Committee on International Educational Relations of the American Council on Education, the Association of American Colleges, the Women's University Club of New York City, the Young Women's Christian Association's Department for Foreign Students, and finally the new Institute for International Educational Relations, shortly to be opened in New York City. This Institute, which is to be partially financed by the Carnegie Endowment for International Peace, and of which Professor Stephen P. Duggan is to be the director, will, it is hoped, become the official center and clearing-house for all activities in the field of international educational relations....

The range of interests open to the committee has been so vast, and the difficulties in the way of carrying on the work rapidly have been so considerable, that it may well appear to the Association that very little has been accomplished during these first ten months. The possibilities for future usefulness along these lines seem limitless, and certainly no time has ever been more promising or more critical than the present for the development of international relations.

At the convention where Dean Gildersleeve's report was presented, the Association provided that the Committee on Foreign Students should become a sub-committee of the Committee on International Relations. The work, therefore,

of Mrs. Howe's committee as a separate entity ceased at this point.

It was further authorized by the Association that President M. Carey Thomas and Dean Helen Taft,¹ of Bryn Mawr College, be made members of the International Relations Committee and that on their proposed trip around the world they be authorized to investigate the possibility of an interchange of women professors between this country and the European countries, and the possibility of the establishment of women's university clubs in Paris and in Athens.

On January 1, 1920, the Institute of International Education offered to assist in carrying on the work of the Committee on International Relations. From this time until 1923, the main function of the Committee on International Relations was to assist in the organization and strengthening of the International Federation of University Women. Administratively, it was during these years an adjunct of the Institute of International Education, with Virginia Newcomb as executive secretary for the committee, and a member of the staff of the Institute. Miss Newcomb's first task was the arrangement of details for the visit of three British women scholars to the United States. These were Professor Caroline E. Spurgeon, president of the British Federation of University Women, Dr. Winifred Cullis, chairman of the Committee on International Relations of the British Federation, and Dr. Ida Smedley MacLean. The Commonwealth Fund, through its executive secretary, Dr. Max Farrand, made a grant of twelve thousand dollars to finance their visit. The three British women went to all parts of the United States visiting colleges and branches both of the A.C.A. and of the Southern Association of College Women, where the presence of these distinguished scholars did much, not only to further the project of an International Federation, but also to strengthen the bond of friendship between

¹ Now Mrs. Frederick Manning.

the university women of Great Britain and those of the United States.

When the first conference of the International Federation of University Women was held in London in 1920, Miss Newcomb made the arrangements for the five American delegates. Until the Budget Committee of the I.F.U.W. was established in 1922, with a section in the United States, the American Committee undertook to secure the funds for carrying on the work of the Association, Miss Newcomb's office collecting lists of possible donors and sending out appeals. During these early years, the work of the committee in spreading information about the I.F.U.W. was borne partly by Margaret Farrand, who was in charge of publicity, and partly by Miss Newcomb, both of whom worked closely with Mrs. Edgerton Parsons, the first treasurer of the Federation.

In the same year the problem of the recommendation of American women students to English universities was settled when an agreement was reached with the Women's Colleges of Oxford University that the sub-committee on Scholarships and Fellowships should pass upon the credentials of American women applying for admission with advanced standing.¹ In the year 1923-24 the work of the International Relations Committee was not centralized administratively. Correspondence with the International Federation of University Women was carried on by the executive office of the A.A.U.W. in Washington, while the applications for admission to Oxford were handled by Kate Ward, who had succeeded Miss Newcomb at the Institute. The International Relations study groups of the branches were given study material and encouragement by the Educational Secretary of the Association, while Miss Newcomb continued to give part of her time as secretary of the International Relations Committee. In 1924, while the work of the Committee on International Relations was again carried on in the Institute

¹ See Chapter X for an earlier project along similar lines.

of International Education, the Carnegie Corporation granted five thousand dollars a year for five years to the A.A.U.W. for its international activities. Arrangements were made whereby the secretary of the International Relations Committee of the A.A.U.W. should have office space at the Institute of International Education and should work in close coöperation with its officers. With the grants from the Laura Spelman Rockefeller Memorial for the educational program of the Association, the appointment of Dr. Lois Hayden Meek as educational secretary of the A.A.U.W., the election of Miss Gildersleeve to the presidency of the International Federation of University Women, and the appointment of President Ellen F. Pendleton to the chairmanship of the International Relations Committee, the International Relations study program and all other activities of the committee were taken over and carried on in New York, with Florence Angell as secretary. Miss Angell acted also as a liaison officer with other organizations, and served as secretary of the American section of the I.F.U.W. Budget Committee, of the Committee on Franco-American Exchange, and the Committee on the Interchange of Secondary School Teachers. She also carried on the work of the Committee on Selections for Oxford, which succeeded the subcommittee on Scholarships and Fellowships, and in 1926 handled the arrangements in the United States for the Vacation Course for American Women Teachers and Graduates at Oxford University. Because of the location of the office in New York City, both Miss Newcomb and Miss Angell frequently acted with the New York City Branch as representatives of the American Association of University Women to greet foreign visitors and extend hospitality to them.

When, in 1928, Aurelia Henry Reinhardt (president of Mills College) became chairman of the Committee on International Relations, Dr. Esther Caukin was made secretary for the committee, and her office and work were transferred to the headquarters of the A.A.U.W. in Washington.

During the twelve years of its existence, the International Relations Committee has carried on a program of wide extent and great value in bringing the branches of the Association into touch with the National Association and with the International Federation. Since 1927, the impetus to form groups for the study of international relations has been greatly accelerated and in hundreds of cities and towns of the United States are groups composed of college and university women and other women not college graduates who are interested in the unusual program which Dr. Caukin has presented in order that month by month studies may be carried on about personalities and events in countries other than the United States. Not only has the committee through its secretary kept in touch with other organizations interested in international affairs and in the legislative program of the Association as it touches international affairs, but with Dr. Caukin as a specialist in history and politics, the committee has been responsible for the preparation of pamphlets and bulletins in these fields of study which bear the stamp of the Association. A long list of articles and papers attests the scholarly work of the secretary, and is a notable accomplishment for the committee.

One of the most interesting results of the work of the International Relations Committee has been the history and development of Reid Hall, the American University Women's Paris Center. In June, 1922, Mrs. Whitelaw Reid lent for a period of five years to a group of American university women, headed by Dean Gildersleeve, her property at 4 rue de Chevreuse in Paris. The house is a picturesque old sixteenth-century mansion built by the Duc de Chevreuse for his hunting-box, and was a part of the extensive Luxembourg Park. It boasts one of the loveliest gardens in the Latin Quarter, and has still a secret underground passageway from its courtyard to the Luxembourg Palace. The property passed through many hands, and was finally acquired by Mrs. Whitelaw Reid for her American Girls' Club.

During the World War, Mrs. Reid turned the buildings into a hospital for American officers and later it became the headquarters of the American Red Cross. When Miss Gildersleeve and her group took over the house, it became known as the American University Women's Paris Center. It was immediately made one of the headquarters of the International Federation of University Women and a center for university women of all nations. Hundreds of women availed themselves of its opportunities, and the project proved to be so satisfactory from every point of view that at the end of the five-year period for which the property had been lent, Mrs. Reid expressed the desire to place the club on a permanent basis. She therefore very generously turned the property over in 1927 to a group of women who became its incorporators. They are Dean Virginia C. Gildersleeve, Barnard College; Mrs. Edgerton Parsons; Mrs. Elon H. Hooker; Dean C. Mildred Thompson, Vassar College; and Dean Helen Taft Manning, Bryn Mawr College.

Besides being closely affiliated with the American Association of University Women, Reid Hall is one of the headquarters of the International Federation of University Women, the present headquarters of the French Federation of University Women, and a center for university women of all nations.

The Committee on International Relations, developing as a part of the program of the A.C.A. which the World War stimulated, has come to be one of the most important committees sponsored by the American Association of University Women. To the credit of this committee should be assigned the assistance in the formation of the International Federation of University Women, the exchange of secondary teachers as between English and American private schools, the continuance of the Latin-American fellowship, the inauguration of the Rose Sidgwick and the International Fellowships, the affiliation with Reid Hall, and above all, the greatly increased interest in international relations through-

out the world as manifested by the hundreds of study groups everywhere in the United States. What the future will bring for this committee and its work is on the lap of the gods, but its first twelve years of service have been for the whole Association an outstanding contribution.

CHAPTER XXI

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN

THE World War was still raging when, in the early autumn of 1918, the British Educational Mission came to the United States. No members of the group were more outstanding than the two women who represented, to be sure, all education in the British Isles, but even more especially the education of women — Dr. Caroline Spurgeon, Professor of English Literature in Bedford College of the University of London, and Professor Rose Sidgwick, of the Department of English in the University of Birmingham. The inclusion of these two distinguished women was, we were told, an afterthought — a belated recognition of the large part played by women in higher education in America. Dr. Spurgeon was at the moment the president of the British Federation of University Women, and it was natural that among her first interests after her arrival in New York City should be her meeting with Dr. Virginia C. Gildersleeve, chairman of the Committee on International Relations of the Association of Collegiate Alumnæ. Their talk soon turned upon the similarity of the two associations, and early in their conversation the idea of the English women for a closer union between the English-speaking nations broadened into a conception of the leadership possible here in forming an international association of those women who have perhaps most in common — the alumnæ of colleges and universities. Dr. Spurgeon and Miss Sidgwick soon left New York City to undertake the arduous task the British Mission had set itself, and in November, 1918, they arrived in Madison, Wisconsin, after visiting either thirty-three institutions in thirty-five days, or thirty-five institutions in thirty-three days — they never were quite sure which!

It so happened that Madison was the home of the then president of the Association of Collegiate Alumnae, Mrs. Marvin Bristol Rosenberry, elected in 1917 to serve until 1921.¹ Immediately after their arrival, Dr. Spurgeon and Miss Sidgwick laid their plan before Mrs. Rosenberry, and she reënforced semi-officially the assurance Miss Gildersleeve had already given — that the American Association would certainly stand ready to be again a pioneer in a great enterprise in the cause of higher education for women.

The field had in reality long been ready for the hand of the sower. When the Western Association of Collegiate Alumnae joined its forces to those of the parent association, the former organization had already the plan for an International Federation of College Women.² Indeed, a few letters had been exchanged between officers of the American organization and women in foreign countries discussing the problems common to them all concerning women in higher education. The moving spirit in International Relations for the Western Association of Collegiate Alumnae was May Wright Sewall, of Indianapolis, president of the Western Association of Collegiate Alumnae. She and many of her friends in other countries were ardent feminists — then called women suffragists — and it was this interest of equal opportunity for women which perhaps at the outset was the factor in stimulating their interest. When therefore in 1889 the Western Association gave up its separate existence and became a part of the Association of Collegiate Alumnae, this ideal was in the minds of several members, among them Mrs. Sewall. Her creative imagination foresaw the possibilities of international coöperation among women, not only in the field of education, but in connection with

¹ In 1917 she was Mrs. Lois Kimball Mathews, Dean of Women and Associate Professor of History in the University of Wisconsin. In June, 1918, she married Marvin Bristol Rosenberry, and as Mrs. Rosenberry served as A.C.A. president until 1921.

² See Chapter IV.

women's varied interests. In 1889, Mrs. Sewall was a delegate from the National Council of Women of the United States to the International Council of Women. In 1891-92, she traveled in France, Belgium, Italy, Germany, and Switzerland, holding conferences with the leaders among women in those countries, specifically to awaken an interest in a World's Congress of Representative Women to be held in connection with the Columbian Exposition of 1893 in Chicago. There is no record of what Mrs. Sewall did while in Europe with reference to any international association of college women, but at the annual meeting of the Association of Collegiate Alumnae held in 1892, a greeting was received from the International Society of College Women, an organization of which no further mention is made in the records and whose tenure of life was evidently brief.

But even the British Federation itself owed more perhaps than it knew to the Association of Collegiate Alumnae. In the annual report of the secretary-treasurer, Elizabeth Lawrence Clarke, made before the convention of 1909, one finds the following account:

Beside the correspondence entailed by the great growth of the Association the past year, a small but pleasant correspondence was carried on with Miss Sara A. Burstall, the Head Mistress of the Manchester High School for Girls in Manchester, England. Miss Burstall spent the winter of 1907-08 in this country investigating our educational institutions. She has since published 'Impressions of American Education in 1908.' In this book she refers more than once to our Association, and in her chapter entitled 'The Place of Women in American Education' gives quite a space to the history and work of the Association of Collegiate Alumnae. She says it is unlike any society in England. Since her return to Manchester she has been instrumental in establishing the Federation of University Women, and she writes that this is modeled largely after our Association, and that 'if it becomes national and not local it will correspond to the Association of Collegiate Alumnae.'

The past year for the first time the secretary was asked by one of our members who was to spend the summer in England if there was any organization in England similar to the Association of Col-

legiate Alumnae, and if her membership in the Association would entitle her to any privileges of club rooms in any city in England. Simply because of the correspondence which had transpired with Miss Burstall, the secretary felt at liberty to give the member a personal card and a note introducing her to the officers of the Federation of University Women. It is quite conceivable that an English university woman coming to our country would gladly welcome a card from her University Club which would constitute introduction to the many branches of the Association of Collegiate Alumnae, and eventually open to her hospitalities which would not otherwise be available.¹

In still another quarter had the ground been prepared for international coöperation, albeit unwittingly. In 1909, following the recommendation of a special committee, the Association of Collegiate Alumnae admitted to graduate membership in their organization those holders of advanced degrees who should apply from two Canadian institutions — McGill University (Montreal) and the University of Toronto. At the Council meeting of the Association held in 1918, the Association of Collegiate Alumnae announced that a letter had been received from the Alumnae Association of University College, Toronto University, through Ruth Robertson, corresponding secretary, asking for affiliation with the American Association. On motion the request was referred to the Committee on International Relations of the Association of Collegiate Alumnae, and from this correspondence which suggested to the Canadian women the formation of their own association, there developed in 1919 the Canadian Federation of University Women. Thus, in a sense, both the Canadian Federation and the British Federation were children of the older American organization of Association of Collegiate Alumnae. Such was the background of the interest which the Association of Collegiate Alumnae brought to the plan of Dr. Spurgeon and Miss Sidgwick.

¹ *Journal of the Association of Collegiate Alumnae*, February, 1910, p. 31.

On December 6, 1918, soon after the return to the East of Miss Spurgeon and Miss Sidgwick, there was held at Radcliffe College a conference of the Committee on International Relations of the Association of Collegiate Alumnae, jointly with the Committee on War Service Training for Women College Students of the American Council on Education, at which the women members of the British Educational Mission were present. The discussion turned upon practical means of drawing closer the bonds between Great Britain and the United States — exchange lectureships and scholarships, the means by which these could be secured, and matters of award when funds and candidates were ready. But the most important result was the clarifying of the idea already discussed in New York City with Miss Gildersleeve in October and with the president of the Association of Collegiate Alumnae in Madison in November — that back of such separate and detached efforts might well lie some permanent union of the university women of the world. When Miss Spurgeon and Miss Sidgwick left Madison, a definite plan was already in their minds regarding the possibility of an international federation.

After their return to New York City in December, both Miss Spurgeon and Miss Sidgwick fell ill with the 'flu,' which was then raging over the country in epidemic form. Tired out as they were with their strenuous work with the British Mission, worn with the emotional strain following the announcement of the Armistice, unaccustomed to our rigorous climate, it was no wonder that their illness was severe. Miss Spurgeon recovered. But Miss Sidgwick was unable to resist the pneumonia which developed, and died on December 28, 1918. Like other English folk, her body was laid to rest near where martyr-like she fell — in the little cemetery nearly one hundred and fifty years old, especially dedicated to the repose of British subjects in New York City. But those who felt the beauty of her spirit, the loveliness of her character, the charm of her intellect, set

about at once to establish some memorial which might keep perpetually the fragrance of her memory. Under the leadership of Mabel Choate, the sum of over ten thousand dollars was raised to endow at least in part a fellowship to be known as the Rose Sidgwick Memorial Fellowship, to be awarded a woman graduated from some British University for study in the United States. In 1921, the endowment raised was turned over to the Association of Collegiate Alumnae for administration, with the proviso that the Association add to the income in such sum as to make the fellowship one of an adequate sort. Thus was the Rose Sidgwick Memorial Fellowship of the American Association of University Women established.¹

During her convalescence, Miss Spurgeon addressed herself to the task of reducing to a tentative draft the proposed form of an international association of university women. Upon her return to London, she secured an invitation to the American Association to send to the meeting of the British Federation in July representatives to work out jointly with the British women a possible constitution for such an international association and to arrange practical plans for the immediate launching of the undertaking. In response to this invitation, Dean Virginia C. Gildersleeve, chairman of the Association of Collegiate Alumnae's Committee on International Relations, was authorized by the A.C.A. to represent it at this conference. President M. Carey Thomas, of Bryn Mawr, and Dean Helen Taft, of the same institution, both members of this committee, were also present at some of the meetings. A tentative constitution was drafted, which was afterward accepted by the British Federation, and was submitted to the American organization at its council meeting in April, 1920.

At the informal meeting in London in 1919, Dean Gildersleeve reported:

Efforts will be made at once to find and bring into the Interna-

¹ For a list of the Rose Sidgwick fellows, see Appendix, p. 447.

tional Association the various national groups already organized and to secure the organization of such groups where this has not yet occurred. It is said that the university women of Sweden are already well organized. During the past summer, the Canadian women have perfected their organization and word has recently come from Peru that one of our members visiting there has formed an organization of all the University women of Peru, twelve in number, but making up in enthusiasm what they lack in numbers. Our recently formed branch in Japan and a still unorganized group of American college women in China have been asked to create as soon as possible national organizations of the university women of those countries to affiliate with the International Association. There is every reason to expect that the first conference of this body, which is scheduled for July, 1920, in London, will be attended by representatives of at least four national organizations—those of Great Britain, Sweden, Canada, and the United States.... It is safe to say that no other international educational movement of equal scope and significance has grown out of the World War.

Miss Gildersleeve's statement was made before the British Federation of University Women in introducing the project drawn up by the British and the American Committees on International Relations, looking toward the formation of an International Federation of University Women. The two chairmen of these committees, Dr. Winifred Cullis and Dean Gildersleeve, with their committees, were in temporary charge of the plans for the International Federation during the year 1919-20. The central office was in London, and it was left to the British committee to appoint the executive secretary for the current year. The Association of Collegiate Alumnae agreed to contribute an amount unstipulated toward the salary of an executive secretary, office rent, stationery, postage, etc. The executive secretary was, moreover, to arrange a conference to be held in London in the summer of 1920, at which time the proposed constitution and by-laws should be formally considered and adopted. It was arranged that the voting members for this conference should be a councillor and two delegates from the British and from the American Federation as well as from any other

national federation which should have qualified for full membership 'to the satisfaction of the two committees on International Relations.' The British committee arranged at once to negotiate with the Swedish women and the American committee with the Canadian women.

These arrangements were ratified by the Council of the Association of Collegiate Alumnae at a meeting held in Cleveland, Ohio, in April, 1920. There was also presented at this time a tentative draft of a constitution for the International Federation of University Women, which with a few minor suggestions was adopted.

The A.C.A. Council at this time also appointed delegates to the meeting to be held in London in July, 1920. The president of the Association of Collegiate Alumnae, Mrs. Rosenberry, was chosen as councillor with Mrs. William Morton Wheeler, vice-president of the North Atlantic Section, as alternate. President M. Carey Thomas, president of Bryn Mawr College, and Mary Leal Harkness,¹ president of the Southern Association of College Women, were named as delegates. Their alternates were Dr. Jessica Peixotto and Dean Ada L. Comstock, who were to act as delegates in case five representatives should, on adoption of the constitution of the International Federation, be allowed. In case five representatives were allowed, the Council named as alternates Mrs. Edgerton Parsons, Marian P. Whitney, Loueen Pattee, and Agnes Low Rogers. Miss Gildersleeve was, of course, *ex-officio*, a representative for the American Association.²

Since the conference in London in July, 1920, was the first, the birthday, so to speak, of the International Federation, it may not be amiss to give somewhat in detail its proceedings, nor can one do better than to quote Miss Gildersleeve's report of the meeting made to the convention

¹ Now Mrs. Black.

² Mrs. Rosenberry was at the last unable to attend the meeting in London.

of the Association of Collegiate Alumnae in Washington in 1921. It read in part as follows:

As a matter of fact, there were present at this the first Conference representatives of federations in eight countries — Canada, Czecho-Slovakia, France, Holland, Italy, Spain, Great Britain, and America; as well as unofficial representatives of the University women of Belgium, Denmark, Norway, Sweden, India, South Africa, and Australia. The short reports given by those representatives were to many of the audience the most thrilling and significant part of the whole Conference. There was no babel of tongues. Only one speaker used a language other than English; all spoke clearly and fluently; and in several instances the precision and distinction with which our speech was used by those to whom it was foreign startled those to whom it was native. 'Don't you wish you could speak any language as well as that?' sighed one Anglo-Saxon to another.

In their actual substance the reports were not unlike. In almost every country, it seems, the last quarter of the 19th century saw higher education explicitly opened to women; in almost every country the number of women to take advantage of the opportunity increased steadily but with no great rapidity, until the war, with its demonstration of the usefulness of trained women, strongly accelerated the movement. The very uniformity in the general outline of fact left the audience free to dwell upon the difference in attendant circumstances and in the narrators themselves. A student of modern history could have read much of the temper and of the political and social experiences of the different countries in the recitals of these representatives; and even listeners less well-informed sat enthralled, as if hearing a great theme rendered in different keys — or should one say on different instruments? Most impressive of all, perhaps, in its reference to recent history, was the report of Miss Novakova, who spoke for the old University of Prague and the new State of Czecho-Slovakia. There was no hesitancy or mistrust in her exultant acceptance of the Federation of University Women and other evidences of international friendliness; and as she held out her hands to the delegates inviting them all to visit Czecho-Slovakia, it was clear that in her mind the world-wide fellowship of nations was not an ideal or a theory but an accomplished fact....

In July, 1921, was held the Council meeting of the International Federation of University Women, since this was the year between meetings of the entire Federation. Here the provisions for scholarships and fellowships and for club-

houses which should afford opportunity for the cultivation of mutual understanding among members of the Federation were the most vital topics considered.

It is impossible to give in detail the minutes of the meetings of the International Federation in 1922 in Paris, in 1924 in Christiania, in 1926 in Amsterdam, and (changing to a triennial instead of a biennial conference) in 1929 in Geneva. The meetings have been inspiring and profitable to every one who has been able to attend them. The growth from a membership of two countries in 1919 to a membership of thirty-three countries in 1931 is in itself an achievement. A list of the standing committees shows a notable program — the Conference Committee with Mrs. Corbett Ashby as convenor, the Committee on Intellectual Coöperation under the leadership of Madame M. L. Puech, the Committee on Exchange of Information Concerning Secondary Education under Dr. G. Hannevart, the Committee on Interchange of Secondary Education Teachers under Miss Reta Oldham, the Committee on International Fellowships Award under Dr. Ida Smedley MacLean, the Committee on Standards under Lektor Lilly Skonhoft, and the Budget Committee under Mrs. William Coverdale for the United States and Mrs. Alys Russell for the British section complete the list.

In addition to these standing committees there are the following special committees: One on careers for women in industry, trade, and finance, under the chairmanship of Viscountess Rhondda; one under Dr. Clara Campoamor on an investigation of a project for mutual insurance; one under Dr. Matilde Huici for investigation of the position of university women in public service; another, under Melle. M. Clemen on publications investigation; another for investigation of the position of married women with regard to nationality, headed by Madame Schreiber-Favre; and last, but not least, one on the international fellowship fund appeal with Dr. Ida Smedley MacLean as convenor. The subjects of discussion at the open meetings have covered a

wide range, and have naturally dealt largely with the subjects of investigation upon which the standing and special committees have been engaged.

In addition, however, to these subjects, there may be cited a plan brought forward at the twelfth council meeting of the Federation held in Madrid in September, 1928 — a project for the establishment of an International University Sanatorium at Leysin. The special feature of this sanatorium was to be the type of intellectual life provided for the patients, who would naturally be either present or past university students. It was proposed to provide courses, lectures, opportunities for microscopic work, a library of textbooks and other useful works, by means of which the inmates of the sanatorium might continue study during their treatment. The Swiss University Sanatorium was pointed out as one where a striking success had already been made and the hope was expressed that the plan would make a special appeal to all persons concerned with the promotion of international understanding. Surely no more practical plan for friendly intercourse between university women could possibly be imagined.

Among the notable objects of the International Federation has been that of raising fellowships for use in other countries than that which makes the award. In 1922-23, the British Federation of University Women announced a fellowship of the value of three hundred pounds to enable the holder to carry on a year's research or post-graduate study in some country other than her own during the academic year 1922-23.

Out of the International Federation Movement has grown the plan for the Million Dollar Fellowship Fund which the American Association of University Women is undertaking to raise. This fund will provide the endowment for fellowships to be used for graduate study, preferably in a foreign country. The different branches, state organizations and sectional organizations, are all at work helping to raise this

great fund — quite the greatest undertaking financially which the Association has ever undertaken.

The first president of the International Federation of University Women was naturally and suitably, Dr. Caroline Spurgeon; the second, Dean Virginia C. Gildersleeve; the third, Dr. Docent Ellen Gleditsch; and the fourth, Dr. Winifred Cullis. In each country where meetings have been held the leaders in education, men as well as women, have been interested not only in the meetings themselves but have been very enthusiastic and earnest in their belief in the ultimate success of the Federation. It is a matter of pride to the American women that they have played, as an association and through individual members, so useful and distinguished a part in what is 'perhaps the greatest international educational movement which has grown out of the World War.'

The question of financing the International Federation has been from the outset a rather puzzling problem. The financial problem was borne at first largely by the British, Canadian and United States groups, either as organizations or by special contributions from individuals. But each country wished as soon as possible to bear some share of the annual expenditures, small though it might be. At the Amsterdam conference (1926) the following resolutions were passed:

1. That since the International Federation of University Women has now passed the experimental stage and is firmly established, it is desirable that the essential administrative expenses be met by subscriptions of the national federations and associations.
2. That a Committee be appointed by the President to investigate the question of rates of subscription and to report to the Council, which shall have power to determine the rate to be adopted.

In the light of the discussions brought out by the presentation of these resolutions, a special finance committee was instructed to consider carefully the possibility 'of a sliding scale which would permit the smaller federations to pay at

a lower rate than the larger, bringing up the rate gradually to the higher level. A study of the budget of the International Federation indicated that the income needed was at least two thousand pounds sterling, or fifty thousand Swiss francs. If it was assumed that during the next six years money was raised by special gifts for publications, traveling, conferences, etc., the administrative expenses could be taken as reduced to perhaps about fifteen hundred pounds or forty thousand Swiss francs, allowing for some shrinkage to provide for the power given to the Council "to modify dues for countries with unstabilized currency or other special difficulties." As a result of the whole study, a table was drawn up showing the dues to be paid after 1927-28. By this arrangement a formula was worked out to be used in calculating the rate of subscription per member up to a membership of sixteen hundred, a subscription of 1.25 Swiss francs being due for every member over and above sixteen hundred. This plan the Council of the Federation accepted at its meeting in Vienna in 1927.¹ The board of directors of the American Association of University Women voted to base its dues to the Federation on the total membership of the preceding fiscal year which ends May 31. The dues of the American Association with its membership of thirty-three thousand, was for the year 1929-30, \$7054.33.

Throughout the decade of its existence the International Federation has had as its secretary Theodora Bosanquet and its headquarters for the past few years at the fine old residence which has become the headquarters of the British Federation of University Women — Crosby Hall on Cheyne Walk in London. Hundreds of members of the American Association have had the privilege of enjoying the hospitality of Crosby Hall; of Reid Hall, the University Women's Paris Center; of the Maison des Étudiantes, also in Paris; of the

¹ For details see *Bulletin* No. 9, International Federation of University Women, Report of the Council Meeting, 1927, pp. 27, 28, 59.

Maison des Étudiantes in Brussels; the Students' House in Grenoble and Lyons; the University Women's Club in Montreal; the University Women's Club, Locksley Hall, Belfast; and the *pensions* in Bologna, Fiuggi, Florence, Siena, and Venice. Plans are also under way for other international clubhouses, including one in Athens and one in Rome. In the United States the clubhouse in Washington is headquarters and center for the American Association, as well as American center for the International Federation, while the college clubs of New York, Baltimore, Philadelphia, St. Louis, Kansas City, Milwaukee, Madison, Chicago, Minneapolis, and other cities are open to members of the International Federation traveling in America, as well as to members of the American Association who may be traveling in their own country.

CHAPTER XXII

RELATION TO OTHER ORGANIZATIONS

UNIQUE as was the work of the Association of Collegiate Alumnae, and single-minded as were its members with regard to that work, it is easy to see why for long the organization kept aloof from other aggregations of women whose objectives, though often quite different, not infrequently impinged upon the work of the A.C.A. The single-hearted devotion of the A.C.A. to the primary purpose had its advantages in the concentration and specialization thus achieved; but it also had its disadvantages, for there was a widespread lack of information about what the Association was doing, which often throughout the years has led to quite false statements.¹ Moreover, the Association often ignored the benefits which result from sound publicity. As late as 1917, the chairman of the Fellowship Committee of the Woman's Education Association of Boston, in reviewing a quarter-century of excellent work done by her group for collegiate education and graduate study, said: 'This committee was formed in 1892 for the purpose of giving women college graduates the privileges of a year's study in some foreign university. I believe I am correct in saying that at the time there was no other fellowship of its kind entirely unconnected with any college.' Yet the Western Association of Collegiate Alumnae had offered its first fellowship in 1888, and after its union with the A.C.A. in 1889, the work has been carried on continuously to the present day.

Moreover, from the outset the Association supplied

¹ Only four years ago a handbook of educational organizations in the United States appeared in which the A.C.A. — then the A.A.U.W. — was not even mentioned, though its history covered more years than that of almost any other group there listed.

leadership for other organizations. Its founders, like its later leaders, were women of ability, whose judgment and idealism and organizing power would naturally be sought by agencies of all sorts and kinds. But alliance made officially was slow of development. In 1889, May Wright Sewall urged the desirability of having the Association of Collegiate Alumnae join the National Council of Women. The policy would for the A.C.A. be quite new, and a decided break with the traditions of the past seven years. Sober and careful consideration of the obligations to which the A.C.A. would thus be committed seemed a prerequisite to the officers of the Association, and a committee was therefore appointed, with Mrs. Sewall as chairman, to ascertain the attitude of the branches to the question, as well as to study the whole problem involved. The following year (1890), Mrs. Sewall reported that, owing to various complications, it had been impossible to arrive at any conclusion which could be made the basis of a report. Arguments *pro* and *con* followed, with the final result that a new committee was appointed under S. Alice Brown's chairmanship, charged with the duty of presenting to the branches the arguments for and against the new policy, the instruction being added that the committee should do its utmost in support of the proposition. In 1891, Miss Brown's committee reported from the twelve branches that forty-nine votes had been cast in favor of the new policy and one hundred and eighty against it. A motion followed to accept the invitation to join the Council, even in the face of such local opposition. But, as could easily be predicted, the motion was lost, and for another year the A.C.A. walked alone.

But the World's Columbian Exposition in Chicago in 1893 brought up the problem in another form — through an invitation to the Association to appoint a person who would be a member on the Advisory Council of the Congress of Representative Women, which was to be held in connection with the great World's Fair. It was natural that Alice

Freeman Palmer should be chosen to serve on this distinguished council. In May, 1893, the Congress of Representative Women met in Chicago. At this gathering a session was held under the auspices of the Chicago Branch of the A.C.A., and here was presented an account of the history, aims, and methods of work of the Association — a statement prepared by the secretary, and later distributed as a pamphlet among its membership.

The World's Fair was also made the occasion for staging many congresses or 'parliaments' — as some of them were called — of a national or international character. It was natural that when the Educational Congresses were set for the month of July, the A.C.A. should decide to hold its annual meeting at that time and in Chicago. At this session, the Association recorded its thanks to Mary W. Chapin, Harriet C. Brainard,¹ and Marion Talbot for their successful efforts to secure at the World's Fair a fitting exhibition of the work of the Association. The first of its kind to be worked out, it is easy to realize how arduous and puzzling the work had been, yet in spite of difficult details, the various types of accomplishment were finally put into concrete form, and the exhibit was a noteworthy achievement. The committee felt that this success was due to two factors — to the hearty coöperation of all who had any share in the work, and to the inspiration which was due to the actual participation in so notable an enterprise as the great Exposition proved to be.²

¹ Mrs. Brainard (Harriet Tilden) later married William Vaughn Moody.

² In the Oak Chest at A.A.U.W. headquarters are diplomas and medals awarded the A.C.A. for exhibits which were prepared for the World's Fair in Chicago in 1893; for the World's Fair in Paris in 1900; the Pan-American Exposition in Buffalo, New York, in 1901; the Louisiana Purchase Exposition of 1904 in St. Louis, Missouri; and at the Panama Pacific Exposition in San Francisco in 1915. While no such formal exhibits have been prepared since 1915, at each convention of the Association exhibits have been provided by the International Relations Office and by the Educational Secretary which have shown local, national, and international achievement on the part of the Association.

The fact which emerged most clearly from this experience of 1893 was the demonstration in no uncertain form that even in its short life the A.C.A. had established itself as a genuine educational force, and that it was, moreover, receiving among workers in educational fields, an ever-increasing recognition. The Secretary records 'its duties to education and to women were becoming more and more responsible while the complete realization of its mission called for a broad and tolerant spirit and the most careful and painstaking study of educational problems.'

Again in the following year (1894), the question of the relation of the A.C.A. to the National Council of Women was brought up. The Association thereupon went on record by unanimous vote as declining to ally itself as an organization with any other organization. After the experience with the World's Fair, the conviction of the A.C.A. was strengthened — that at least a part of its prestige at home and abroad was due to its singleness of purpose as an organization. Yet its members were continually sought as leaders in and speakers for important educational projects — as when, for instance, in 1897 the chairman of the A.C.A. Committee on Educational Progress, Martha Foote Crow, reported to the Association that on invitation she had prepared and sent a paper on 'The Educational Outlook for Women in the United States,' to be read at the Educational Congress to be held in connection with the great Fair in Berlin.

But the Association was always open-minded, and as times and manners changed, so the Association changed its mind without in the least abandoning its ideals. Although in 1894, the Association had gone on record as holding aloof from close affiliation with the National Council of Women, by 1898 another organization of women had come to be a power for good and had so arrayed itself on the side of practical educational work in connection with the public schools that the A.C.A. could cordially second its efforts and

assist its labors. On the initiative of its secretary-treasurer, Annie Howes Barus, the Association in 1898, as a result of correspondence with the executive officers of the General Federation of Women's Clubs, appointed a general committee of conference with a similar committee of the Federation 'to appoint in such States as might seem feasible one or more representatives of the Association to confer with the members appointed in such States by the State Federation of Clubs.' The Association stood ready to add its efforts to those of the Federation (which was working through the educational departments of the different state federations) in forming a sounder and more vigorous public opinion on behalf of the public school system, which differed greatly from State to State, and was not effective enough anywhere. Sub-committees were speedily formed in Illinois, Michigan, and Missouri, and soon agreed upon programs for the joint committees. Not long afterward, Massachusetts joined the group with Ohio, Connecticut, Indiana, and Rhode Island following later. Although various lines of activity were followed in the different States, in each case a few clearly defined purposes were pursued and a feeling of real unity characterized the movement. In Connecticut the not unusual result followed the forming of the sub-committees, for in that State the joint conference led the way to a larger grouping which became the Connecticut Women's Council of Education, a state-wide organization with delegates from other bodies besides the A.C.A. and the Federation of Women's Clubs. Thus did the A.C.A. often lead the way to a larger movement than it could itself have carried to fruition, furnishing the motive power, so to speak, in the beginning, as in this case the Federation of Women's Clubs had also. With such teamwork it is not surprising that from time to time when reports showing practical results of value were brought to the A.C.A., the Association felt that in this case at least the principle of coöperation was amply and gratifyingly justified.

It will be remembered that in its earliest days the A.C.A. had been vitally interested in all questions covering the preparation of girls for college. As a corollary it naturally was interested in college entrance requirements. With the greatly accelerated movement for going to college which characterized the years following the panic of 1893, and with the heightened public sentiment for high schools which had even antedated the 'going-to-college' movement, it was natural that the A.C.A. should be interested in any phase of educational work which dealt with the adjustment between high school and college. The National Education Association, an organization made up largely of executives and teachers in the public schools — elementary and secondary — had been for some years directing its efforts to securing such an adjustment between high school and college as to open the doors of colleges more widely to graduates of high grade public secondary schools.

In 1899, Dr. A. F. Nightingale, superintendent of High Schools in Chicago, Illinois, made an address before the Association of Collegiate Alumnæ on the subject of 'College-Entrance Requirements,' which so impressed his audience as to lead the Association to direct its Executive Committee to take the subject under advisement with a view to assisting the N.E.A. in its effort. As a result of this action, the Association set itself to study the question and in 1900 a series of papers was presented upon different aspects of the problem. But the speakers almost without exception — and several of them were the best-known educational experts in the Association — were decidedly averse to having the colleges yield any part of their control over the field of college-entrance requirements. This was partly due to the feeling that the period of adjustment between high schools and colleges was still in the initial stages, and partly because of a fear that college-entrance requirements might be lowered in order to meet the demands of the still young high-school movement, thus lowering the quality of college teaching and

preventing that integration of college and graduate schools which was quite as dear an object to the A.C.A. as was the matter of college-entrance requirements. As a consequence, the Association determined to take no further steps at that time in the direction of coöperating with the N.E.A., since the evident desire of the latter organization was to secure greater elasticity in college-entrance requirements.

But that the interest of the A.C.A. in public school matters was not lessened by the action taken with regard to coöperation with the N.E.A. on the one question, is clearly shown when in that same year (1900) the interest in the public schools which the Association and its branches had shown led to an invitation for the Association to become a member of the Public Educational Association, an invitation which the A.C.A. accepted.

It will be remembered that the coöperation of the A.C.A. with the Federation of Women's Clubs in the State of Connecticut had led to the formation of the Connecticut Women's Council of Education, wherein a number of organizations had joined for practical work. The results of this coöperation in Connecticut had been so eminently satisfactory that in 1905 it was voted to take a step toward making the movement national by sending delegates to a conference of representatives from five national organizations of women for the purpose of considering how these organizations could best integrate their work for education. As an earnest of their desire to give their best to coöperative educational work, the Association authorized their President, Laura Drake Gill, and a member of their Educational Legislative Committee (one of the most important of their standing committees) to represent the A.C.A., in a conference with the N.E.A. It was not until 1907, however, that the next definite move was made. In January of that year Mary M. Abbott, whose fine leadership in the Connecticut Branch and whose services as chairman of the Education Department of the Connecticut Federation of Women's Clubs had

given her a vision of what might be accomplished through joint action, requested the National Education Association to send delegates to a conference on February 25, 1907, to meet with representatives of the Association of Collegiate Alumnae, the General Federation of Women's Clubs, the Daughters of the American Revolution, the National Congress of Mothers, the Woman's Christian Temperance Union, the Council of Jewish Women, and the Southern Association of College Women. At this conference a petition was drawn up asking for the incorporation of a new department into the existing body of the National Education Association 'in order that by meeting each year with this professional body, these national societies of women might coöperate more successfully with each other and with the educators of the country in bringing the home and the school into more helpful relations.' Here is probably the germ of that later organization, the Parent-Teachers Association, known the length and breadth of the United States as the 'P.T.A.,' with which the A.C.A. (and the later A.A.U.W.) has through its branches worked in the closest fashion. So early did the idea of the necessity of the home and the school working together grip the imagination of college women.

That the plans for the conference to which Miss Abbott had pointed the way, and that their successful incorporation in a program to which she gave the impetus, were almost the last of her life, adds vividness to the work she did. At the annual meeting of the National Education Association in July, 1907, the petition was granted and the School Patrons Department was established with Laura Drake Gill as president and Eva Perry Moore as secretary. It is a significant fact that both Miss Gill and Mrs. Moore were outstanding members of the A.C.A.¹ Miss Abbott furnished the initial program upon which to embark, setting it forth in five

¹ Mrs. Moore had been both president and general secretary of the A.C.A., and Miss Gill had been general secretary and became president in November, 1907.

topics of important general educational work, with the hope that each of the Associations which had membership in the national organization of women would concentrate its efforts on studying one or all of them. These five topics present a program of profound significance and of practical value. They were as follows:

1. Compulsory education and child labor laws in every State.
2. Proper material equipment for schools.
3. Expert supervision of school work.
4. Thorough training and adequate pay for teachers.
5. Industrial and ethical instruction in schools.

On some of them, many branches of the A.A.U.W. are at work to-day, for the solution lies for many communities in the future and not in the past.¹ Moreover, these topics lent themselves admirably to practical programs of work in the local branches of the Association as had been proved by the experience in Connecticut. With the School Patrons Department of the National Education Association, both the Southern Association of College Women and the A.C.A. were allied at one time or another for many years. Ella Adams Moore was untiring in her efforts as the A.C.A.'s representative, and through the Chicago Branch of the Association did for a number of years constructive work.

An entirely different type of coöperation which was undertaken by the Association of Collegiate Alumnae dates from 1904. In the report of the general secretary, Laura Drake Gill, for the annual meeting of that year, the following paragraph occurs:

A pleasing feature of this year's work is the establishment of a joint fellowship of the Association of Collegiate Alumnae and the College Settlement Association. This is the first direct contact of our general association with the great social movement of the day, although many branches have for years found their most satisfactory local work in this direction. As will be reported to you elsewhere,

¹ See especially under work of branches, civic work, coöperation with other organizations, fine arts, etc., in Chapter XXVI.

Miss Frances Kellor has been appointed to this fellowship, and is to continue her investigations concerning the character of immigration and its relation to household service. The recommendation of the Committee on Joint Fellowships of the A.C.A. and the College Settlement Association, in announcing Miss Kellor's appointment, recommended the continuance of sociological fellowships.

This joint fellowship was awarded for several years, then disappeared from the records. There was also coöperation for many years with the Naples Table in the appointment of a fellowship for study in science. In 1891, 1895, 1897, 1906, and 1915 the Association of Collegiate Alumnae through its Fellowships Committee awarded on request of the Woman's Education Association of Boston the fellowships offered by that organization.¹ A number of other organizations having fellowships or scholarships to offer to graduate students have from time to time sought the aid of the Association's Committee on Fellowships in order to make the greatest use of the opportunities it was proposed to offer.

About 1912, the Association inaugurated a broader policy in respect to affiliation with other organizations. Whether the reorganization of that year had anything to do with the matter, or whether the enlarged membership in both institutions and members furnished larger contacts, or whether the situation grew up naturally, it is impossible to say. In some cases, the traditional attitude was still obvious, as for example, in 1915, when at the San Francisco convention it was voted 'that Mrs. Moore continue to represent the A.C.A. in the formation of the National Council of Women, with discretion in the matter of our final affiliation with this organization.' The first meeting of the National Council of Women after reorganization was held in December, 1915. Mrs. Moore, representing the A.C.A., which at that time joined the new organization, was at once elected its president. By its affiliation with the National Council of Women,

¹ This organization, its work finished, disbanded in 1929. See also Chapter XI.

the Association of Collegiate Alumnae became, although indirectly, a part of the International Council of Women, of which for many years Lady Aberdeen was president. In 1929, the A.A.U.W. withdrew from the National Council of Women, thereupon losing this slight international connection also.

The World War brought new obligations and new privileges. When the woman-power of the United States was mobilized for service, all organizations promptly offered their resources of every kind to the Government without reserve. The A.C.A. was no exception, and through its War Service Committee, through its officers, through the members of the Washington Branch, the A.C.A. for the next two years made many contacts with other organizations. Of these the most important were the Children's Bureau of the Federal Government, the Association of American Colleges, the American Council on Education, the National Education Association, the United States Employment Service, the United States Public Health Service, the General Federation of Women's Clubs, the National Council of Women, and emergency committees of all sorts. Even after the war was ended, the A.C.A. continued its membership in the American Council of Education as well as in those with which it had been allied before 1917. When the Women's Joint Congressional Committee was organized on the initiative of the League of Women Voters, for the purpose of uniting the women's organizations of the country in an effort to secure an increased amount of educational and social legislation, the A.C.A. at once provided a representative to work with the newly formed group. Fifteen organizations united soon after the war to make up the Woman's Foundation for Health, and of this group the A.C.A. was a member. In 1926, the executive secretary of the Association could write:

In the field of general educational coöperation, we have participating affiliation with five other educational associations: The Association to Aid Scientific Research by Women, Bureau of Vocational

Information, Coöperative Bureau for Women Teachers, International Federation of University Women, and the American Council on Education. The A.A.U.W. contributes fifty dollars a year to the Association to Aid Scientific Research by Women. There is much exchange of information and assistance between the A.A.U.W. and the Bureau of Vocational Information, and the Coöperative Bureau for Women Teachers. The A.A.U.W. has three representatives on the American Council on Education, and one member on the Executive Committee. There is an A.A.U.W. member on the Committee on Standards. There are close relations between our Committee on International Relations and the corresponding department of the Council, and also between the Association offices and the personnel department of the Council. Two representatives of the A.A.U.W. attended the Conference on Academic Rank, Tenure, and Standards of Promotion called by the Council in January. There is much development of the idea of coöperation among the national organizations which center their work in Washington, and three conferences have been called this year to discuss coöperation in related interests and elimination of duplication in the work of national organizations.

In connection with the biennial convention in 1927, provision was made in the program for a conference on the relation of the American Association of University Women to other organizations. Mrs. Herbert Hoover presided. The first speaker was Maud Wood Park, former president of the League of Women Voters and chairman of a committee of the A.A.U.W. on coöperation among organizations, who urged a thoughtful study of and reasoned action in the carrying out of the woman movement in general. Mrs. Park was followed by Dr. C. R. Mann, director of the American Council on Education, who urged his audience to continue to center its interest and its work in educational problems large and small. The last speaker was Dr. Stephen P. Duggan, director of the Institute of International Education, who urged a continuance of the A.A.U.W.'s interest in international affairs. The whole session was a confirmation, so it would seem, of the wisdom of the plans and ideal of the Association. The policy at the end of a half-century shows an evolution that is as gratifying as it is wise.

CHAPTER XXIII

THE COMMITTEE ON EDUCATIONAL POLICIES

At the twenty-fifth anniversary of the founding of the Association of Collegiate Alumnæ, an interesting question was raised — What assistance might the Association lend and to what extent to the movement in New York City to obtain salaries for women teachers equal to those paid to men in similar positions? General discussion thereupon followed, and it was decided to appoint a committee on 'procedure to regulate the use of the Association's name in all outside matters.'¹ In 1908, a report was made over the signatures of Eva Perry Moore as chairman and Elise Wenzelburger Graupner as a member of the committee. Mrs. Moore and Mrs. Graupner reported that after communication with the branches of the Association they desired to recommend the following as legitimate work for the Association:

1st. Broad study of, and interest in, the activities of the Association, which include educational affairs of the institutions in membership, secondary schools and local organizations for the promotion of educational movements, college and social settlements, questions coming before the National Educational Association, with which we are now affiliated... and research work. 2nd. Subjects decided by the Association as of interest to the branches, and their legitimate work — such as household economics, lecture courses, forestry, civil service reform, child study, etc. 3rd. Close study of politics, suffrage history as related to our educational privileges, the problems and possible future of suffrage, and the study of sectarian or religious tenets. The committee recommends the avoidance of legislative action beyond that relating to educational or philanthropic questions.

Under 'educational' might properly be included members of

¹ The Committee on Procedure, 1914-16, was quite another committee which had to do only with amendments to the by-laws.

school boards, pensions and pay for school teachers, compulsory education, and under 'philanthropic' might be included child labor bills....

The legislation to be avoided would include suffrage, temperance, and party-politics. All action relating to these subjects should be individual and not collective....

These recommendations were discussed, only to be laid on the table. The following year (1909) the committee was discharged with a vote of thanks, for, in spite of the action of 1908, their report had considerably cleared the air so far as the original question of policy was concerned, and for some time the recommendations it contained were in general followed.

For many years an important Committee on Educational Legislation worked consistently both nationally and with members of the branches on local and state problems within its field.¹ When in 1921, the reorganization of that year took place, there was provided a new committee, one on Educational Policy, to consist of seven members who were to direct the educational policies of the Association. This committee was to consist of the educational secretary (already provided in the reorganization) as chairman, the president of the Association as vice-chairman, the retiring president of the Association, the executive secretary, and three members-at-large who must be members of the Association and who should represent (1) the woman's college, (2) the coeducational institution, and (3) elementary and secondary education. The committee was not only to recommend to the Association educational policies by which it should be guided in its work, but also to nominate the new educational secretary who had just been provided by action of the convention. In reporting upon the work of the committee at the end of its first year of existence, Ada L. Comstock, president of the Association, reviewed the policies already adopted, all of which were, of course, furthered by the appointment in 1922

¹ See Chapter XVI.

of the educational secretary. Miss Comstock then brought forward the project of the nursery school and pre-school education as a challenge to the powers of college-trained women and as a laboratory for undergraduate women in practical experience for child care and child management, which 'alone could give vital content to courses in child psychology, child health or child welfare.' In stating the possibility of this newer field of study for the Association, Miss Comstock added that more conventional problems had been recommended, but that it was felt that the final decision as to the program for the Association must rest with the new secretary when she should be chosen. In the summer of 1922, the first educational secretary of the Association was appointed, Frances Fenton Bernard,¹ who began her work on September 1 of that year. She was one of the first tenants of the new Washington headquarters on Eye Street and set herself at once to study the whole field which the Association had covered in the past forty years and might cover in the future.

Dr. Bernard found immediately that she had not only a tremendous correspondence to undertake, but visits to branches, to state divisions, to sectional meetings, and to colleges and universities. She attended meetings of boards or committees of the Association or of organizations with which the Association was coöperating, or of other organizations with which it seemed advantageous to make some connections. She assisted in legislative work by membership on the Women's Joint Congressional Committee. All this was in addition to the fundamental study which seemed almost the most vital part, especially in the beginning of her work. At the Portland Convention (1923) Dr. Bernard presented a series of recommendations which were in effect a nation-wide program for branches, States, sections, and the Association with regard to education and to the study of international relations. By the adoption of this program, the

¹ Now Mrs. Park.

Association went on record for national and local work in these fields directed from headquarters.

During the second year of Dr. Bernard's tenure (in February, 1924), the Laura Spelman Rockefeller Memorial passed the following resolution:

Resolved that the sum of \$27,000 be, and it hereby is, appropriated to the American Association of University Women for the promotion of their educational program: \$3000 for the period beginning March 1, 1924, and ending May 31, 1924; \$12,000 for the period beginning June 1, 1924, and ending May 31, 1925; \$12,000 for the period beginning June 1, 1925, and ending May 31, 1926.

In reporting this grant, Dr. Bernard rightly said:

Our success in securing it is a tribute to the Association and to the importance of the educational program. By the terms of the application, agreed upon by the executive and educational secretaries and by the representative of the Memorial, the grant is to be used exclusively for the carrying on of the two projects: the study of the pre-school child, and the elementary school study. It provides in the case of the pre-school study that a few study groups be formed, to work under careful direction as to materials, methods of study, and conduct of meetings. From the experience gained in the first year in conducting these study groups, improved methods of carrying on this project will be utilized in the next year with a larger number of groups. It will be possible under this grant to supply the groups with much more and better material and to give more frequent and better advice on outlines and methods of work than has been possible this year with our limited funds and staff. The Laura Spelman Rockefeller Memorial is interested primarily in demonstrating through our Association the possibilities of extra-mural adult education in the field of the pre-school child. The hope is that we may develop in our study groups methods that will be available for other groups, that we may make records of pre-school children and contribute to the knowledge of the learning process in children.

At this time Dr. Bernard was also closely associated with the Committee on International Relations. She assisted in the formation of International Relations study groups so that the work of the Association was being spread rapidly through its branches and its membership in newer fields.

In April, 1924, Dr. Bernard could report one hundred and nine branch study groups — thirty-four on elementary education, twenty-three on the pre-school child, and fifty-two on international relations. In the June following, Dr. Bernard resigned as educational secretary to become the Dean of Smith College, and was succeeded by Dr. Lois Hayden Meek, who served as educational secretary until September, 1929.

In the mean time it had been found impossible to continue the committee advantageously as provided in 1921. When in 1925 the by-laws of the Association were amended, the committee was reconstituted so as to make it more flexible. The new by-law provided that 'The Committee on Educational Policies shall consist of five *ex-officio* members, the president, the retiring president, the first vice-president, the executive secretary, and the educational secretary, and three additional members, one representing the woman's college, one the coeducational university, and one the secondary and elementary schools. The committee shall elect its own chairman every two years.' Since Helen Thompson Woolley was at this time vice-president of the American Association of College Women, she became chairman of the Committee on Educational Policies, a very happy choice, as she not only represented the elementary and pre-school educational interests, but had been a fellow of the Association of Collegiate Alumnae and devoted to the interests of the Association through many years.

Mrs. Woolley stated when she wrote her first report as chairman that the Committee on Educational Policies had become, by action of the board of directors, a sort of general advisory committee for that body. She added that the board had frequently been asked to pass upon matters about which it felt it had inadequate information, and must therefore refuse action that at times might be desirable and peremptory. As a consequence, the board asked the Committee on Educational Policies to act in such matters for

them making recommendations back to them for action. The committee itself would be forced, Mrs. Woolley thought, to depend somewhat upon the educational secretary in making recommendations, since she might reasonably be expected to be an expert for the committee, for the board of directors, and thus for the Association. In 1926, Mrs. Woolley prepared an article on the educational policies of the A.A.U.W., past and future.¹ She pointed to the fact that the increasing number of study groups and the growing interest in them showed that her committee had not been wrong when it had through Dr. Lois Hayden Meek provided leadership in study of the pre-school and nursery child. So large and important had Dr. Meek's work become even in two years that the Committee on International Relations had been compelled to separate its work in 1924 from that of the educational secretary, and to maintain its own secretary.² Dr. Meek's work thereafter confined itself to the study of pre-school and elementary education and to the program of the adolescent boy and girl. The generous appropriations of the Laura Spelman Rockefeller Memorial made it possible to plan for successive years of consecutive effort with the consequent release from pressure financially which the Association might otherwise have found difficult to adjust.

In making its report in 1929, the Committee on Educational Policies said:

It is only fair to say... that the Committee on Educational Policies tends to a fairly literal interpretation of the term education. Its members seemed to be agreed in believing that the Association would achieve its greatest usefulness through adhering, in its national activities, to two functions — that of encouraging and developing an informed public opinion in regard to education; and that of coöperating in the aims of the International Federation of University Women, of which we are a part. To stray far from these

¹ See *Journal of A.A.U.W.*, June, 1926, pp. 15-17.

² See Chapter XX.

lines of activity would be, in the opinion of the Committee, to give the work of the Association an erratic and formless character which, in the long run, would greatly detract from its worth and interest.

The committee has interpreted its task in the broadest possible way and has revealed in its statement of what it believes to be its task the present day interpretation of the ideals with which a half-century ago the A.C.A. began its labors.

CHAPTER XXIV

PUBLICATIONS AND PRINTED RECORDS

ONE of the limitations of any organization is its inability to see the importance of its own work at any one moment, or to see that work in perspective. As a consequence, it often happens that no adequate record is preserved of what prove in retrospect to have been epoch-making events, and the historically minded person is in despair at the paucity of material which so obviously should have been saved. It is indeed difficult to estimate the significance of a piece of work upon which either an individual or a group of individuals is immediately engaged, and it is only with the lapse of years that a chain of events can with logic and accuracy be traced to the source from which action in the first instance emerged. For these reasons very few organizations have the foresight to plan their records or their output of publications in any orderly sequence, in accordance with a carefully devised system out of which a complete story may be made. Still less can be foreseen the persistent pleadings of libraries or of collectors for the wherewithal to complete their files. And least of all do organizations have in mind the historical significance of their own archives, and the use that may in the future be made of them.

The Association of Collegiate Alumnae was no exception to this rule, having as it did little conception at the outset of either the wide range which its activities would cover or the scope of the influence which with the years widened beyond its dreams. Moreover, neither the founders nor their young secretary had had experience or training which in matters of this sort would be an infallible guide. In this respect they were not unlike most history-makers of any given period. The 'trial-and-error' method had to be used then, and in a

way is still to-day being used by the Association. The officers did, however, realize that information to be given out to a membership so widely scattered as was that of the A.C.A., covering a larger geographical area than in the short space of time since its inception they had believed possible, must take the printed form, no matter how varied that form might prove to be. As a consequence the publications issued during the earliest years of the Association have been called 'an undated, unnumbered hodge-podge.' This condition was in part also the result of the fact that because of its slender purse the Association occasionally reprinted or used in amended form a good deal of material originally prepared and issued by other organizations. It was not until 1888 that the numbering of printed issues began, but from that time on the work proceeded, so far as record and publication went, in a more orderly fashion.

Naturally — and significantly — the first printed matter to be issued, after the material concerned strictly with organization (such as the constitution, by-laws, applications for memberships, etc.) had been published, was the result of the first piece of research done by the Association, the circular on 'Physical Education.'¹ Closely connected both in time and in subject-matter with this circular was the notable report on 'Health Statistics of Women College Graduates.'² That the financial resources of the Association were so slender as to preclude the possibility of publication on any large scale made it necessary for the Association to avail itself of republications of its own material by other media than its own leaflets or bulletins, and thus it often in the early days distributed among its members what on the surface seemed to be the output of other organizations. For instance, there was issued a leaflet of the 'Society to Encourage Studies at Home,' giving the 'Programme of Studies for 1883-84.' That Ellen H. Richards had charge of the early university extension work (for such it in reality was)

¹ See Chapter VIII.

² *Ibid.*

of this society where it dealt with the field of science, at the same time that she was serving for the A.C.A. as chairman of its important Committee on Graduate Study, made easy this piece of coöperation between the two organizations. Mrs. Richards's committee also made arrangements with the society to give to college graduates special opportunity for advanced study.

The Association also distributed among its members as a reprint from the *Vassar Miscellany* for April, 1884, an article on 'Opportunities for Advanced Study,' written by 'Alumna '74,' the characteristically modest *nom de plume* of Florence M. Cushing.

But the Association was not content with reprints and drew from its slender treasury a sum large enough to print a résumé of the paper which Helen Magill ¹ gave on May 13, 1882, on 'Opportunities for Post-Graduate Study.'

A little later a question still unanswered but still pertinent ² was raised by the striking disparity which, in its various investigations covering college and university-bred women, had been brought to the attention of the A.C.A. — that of the wide difference between the amount of money given by women to men's colleges and to women's colleges. Kate Morris Cone thereupon made a study of 'Women's Gifts to Educational Institutions,' which was presented to the Association on October 25, 1884, and published immediately thereafter.

As has been said, most persons are not by nature historically minded, and it will doubtless be a surprise to recent members of the A.A.U.W. who think of study groups as a new development coincident with the appointment of secretaries to guide them, to know that the parent organization, the A.C.A., had an organized study group launched under the able leadership of Ellen H. Richards in 1883. This was the Sanitary Science Club, which met first on November 9. It issued a sketch of its work in 1884, and in 1887

¹ See Chapter X.

² See Chapter XIV.

published a pioneer volume in its field, entitled 'Home Sanitation,' whose editors were Ellen H. Richards and Marion Talbot. When in 1885 the public was alarmed by the possibility of a cholera epidemic, this little study group (or club as it called itself) met the situation by the preparation of a special circular describing precautionary measures and including a copy of suggestions from the Board of Health of the City of Boston. This circular was issued over the name of the A.C.A., and was distributed to its membership. Although the dreaded epidemic did not occur, the little band of pioneers had the satisfaction of knowing that had the calamity occurred, it would have 'done its bit' to mitigate the blow.

In still another field the members of A.C.A. prepared to put their college training to effective use, when a paper presented at a meeting on March 21, 1885, by Katherine Coman on the subject 'Work for Women in Local History,' bore fruit at once in a full printed report of the discussion which followed the reading of the paper, accompanied by practical suggestions as to methods by which local historical work might be carried on. Here the Association was encouraged and helped by the advice of the historian, Colonel Thomas Wentworth Higginson, and by the leader of one of the first history seminars in the United States — Dr. Herbert B. Adams, of Johns Hopkins University. Closely allied with this new field was one opened up by the address of Melvil Dewey, given before the Association (March, 1886) on 'Librarianship as a Profession for College-Bred Women.' This, too, the A.C.A. issued in pamphlet form.

In still another field is the vision of the founders of the Association of Collegiate Alumnae evident; a small leaflet published in February, 1892, bearing the superscription 'Association of Collegiate Alumnae — Bureau of Occupations,' has a measure of significance wholly out of proportion to its size. Eight years before, in 1884, Jane M. Bancroft ¹

¹ See Chapter II, page 17.

had given a paper before the Association on 'Occupations and Professions for College-Bred Women.' At the annual meeting in 1890, a report had been read on 'Occupations for College Women.' It was thereupon voted that 'the branches be requested under the direction of a member of the Association, appointed by the Executive Committee, to interchange information concerning work as teachers, librarians, laboratory assistants or in other occupations, for the use of members of the Association, the expense incurred by each branch to be paid from its treasury, and those of the chairman, which shall not exceed twenty dollars, to be defrayed by the Association.' Eva March Tappan was named to be the representative for which the motion provided, and forthwith the term 'Bureau of Occupations' first appeared in the records. The leaflet of 1892 referred to above described the work of the Bureau, offered assistance to the members without charge in securing positions, and called for information in regard to work other than teaching which was adapted to the capacity of college women. May Carbutt succeeded Miss Tappan, and the Bureau was listed among the activities of the Association until 1895-96. But the work had become too important and too unwieldy to be administered on the slender financial resources of the Association, so that it was albeit with reluctance abandoned.

During these years pieces of research were being carried on by special committees — for example, the one which set out to inquire into the compensation offered in certain occupations open to graduates of colleges for women. The data thus collected were placed at the disposal of the Bureau of Statistics of the State of Massachusetts, and by that Bureau published not only in its annual report for 1894, but also as a forty-seven-page report which was distributed to the members of the A.C.A. It was already clear then, as it is to-day, that the subject was of significance and would furnish food for discussion and for study for many years to come.

An organized body of trained women like the A.C.A.

naturally offered an unusual opportunity for the preparation of data and statistics necessary for all sorts of investigation. An appeal for such coöperation was made in June, 1895, by a committee under the chairmanship of Florence Wilkinson in securing answers to a series of questions designed to ascertain if possible whether there was any relation between collegiate methods of education and creative literary work. That the coöperation requested was forthcoming is evidenced by the fact that in the October following the request, Miss Wilkinson presented before the Association a paper on 'Creative Literary Power in College Women' — a piece of research based on the replies made to her inquiries, to which she added suggestions and conclusions.¹

A survey of the years 1882 to 1898 shows a signal achievement in the matter of publications, scattered as they were and spasmodic as was their appearance. These sixteen years show descriptive material concerning the Association, appeals for funds, reports of committees, announcements of fellowships, and other miscellaneous information of interest especially to the members. One of the most significant of the announcements is the one stating that in the early part of December, 1898, there would appear a publication 'in attractive magazine form.' Thus began Series III of the publications, and with its first number there disappeared the handy little annual register with its list of officers and members and its reports of activities. But the Association had in reality entered upon a new era — one in dignity and stability more worthy of its position of influence and responsibility. Thereafter under the general name of 'Publications of the Association of Collegiate Alumnæ,' was published the 'Maga-

¹ It is interesting to note in this connection that of those replies to the question, 'Do you think that collegiate education tends to destroy literary power?' seventy per cent gave an unqualified negative. To the impression which to-day seems to lean in the opposite direction, one may well point to those graduates of Wellesley, Vassar, Radcliffe, and many other colleges, to say nothing of the women who owe to Robert Herrick or to George P. Baker their first accurate criticism, for careful consideration.

zine' or 'Magazine Number,' with a 'Register' (of officers, of members, committees, etc.) usually every two years, with a 'supplement' for printing special articles often representing pieces of research work. This series ended with 1910. In January, 1911, as No. 1 of Series IV, began the *Journal*, as it has ever since been known. Sometimes as a quarterly, sometimes (during the World War) as a monthly news letter, in some form or other the *Journal* has kept the continuity of the record since 1911.

Many persons had been convinced of the unique value of the research which had in the early years been carried on, albeit in a small way, by the Association, through its branches, either individually or through committees. Some few had seen that with more money at command there might be carried on a systematic series of statistical researches into conditions affecting educational interests which should cover a wide range of activities, and the publication of such valuable results might be assured. Through private generosity the first publication had been issued as a magazine numbered 1 of Series III, of the 'Publications of the Association of Collegiate Alumnae,' and dated December, 1898. Its one hundred and four pages were devoted to the leading papers which had been presented at the meeting in the October preceding, together with an abstract of the business there transacted. This number cost \$469.74. Although the raising of the fund proved a difficult undertaking, yet a sufficient amount was secured to permit the publication in July of the following year of a thirty-eight-page pamphlet giving, together with all the information needed by possible applicants, a list of the fellowships and graduate scholarships offered to women by colleges, universities, and societies in the United States, as well as the undergraduate scholarships offered to women by the nineteen institutions at that time belonging to the Association. This issue cost \$331.85.

The next publication was the 'Magazine Number,' Series III, No. 3, February, 1900, giving the proceedings of the

annual meeting in 1899 and costing \$441.23. It was only by dint of the most strenuous efforts on the part of the committee in charge that the health survey of 1900 was undertaken. The schedules it contained were completely tabulated by the Bureau of Statistics of Labor of the State of Massachusetts, as had been the case with a similar survey made in 1884-85. The results of this study were, however, not published until a limited edition, privately printed, was made available to a few interested people in 1917.¹

But the voluntary contributions to the special fund for research and publication grew steadily smaller instead of larger, fewer rather than more numerous, and the function of the Committee on Finance and Publications narrowed down to the duties of editing and proof-reading, and occasionally of publishing. The publishing, however, went on with only the small regular funds available in the treasury, though the issues included beside the regular magazine numbers a memorial to Alice Freeman Palmer; a study of child development by Millicent W. Shinn; and a table of information with regard to the requirements for admission, opportunity for special study, scholarships, degrees, tuition fees, and prices of room and board in the institutions which were members of the Association, this last-named table to be used as a basis of work by the Committee on Corporate Membership. In 1905, the chairman of the Committee on Finance and Publication, Alice Upton Pearmain,² reported in detail concerning the expense of issuing the magazine, stating that the cost per number per member had averaged between thirteen and fourteen cents, and arguing that this did not seem too great a charge on the annual income of one dollar per member, in view of the fact that ninety-seven per cent of the members were unable to attend the general meetings and hear the papers and discussions.

Mrs. Pearmain's committee further reported in 1906 that

¹ See Chapter VIII.

² President of the Association of Collegiate Alumnæ, 1897-99.

a proposed collection of statistics relating to the comparative growth in the past twenty-five years of the most important American universities and colleges had not as yet even been begun, chiefly because of lack of funds to put at the disposal of any group which would be willing to undertake their collection and preparation for the press.

As has been stated, committees and individual members of the Association were, throughout the whole period of the existence of the organization, engaged upon research problems. Such results had appeared when in 1897 the Boston Public Library published for the Association of Collegiate Alumnae 'Contributions towards a Bibliography of the Higher Education of Women,' which had been compiled by a committee made up of librarians who were members of the Association. In 1905, the Association itself published a supplement to the first publication, very full, with an admirable index, bringing the bibliography up to 1902, the two pamphlets constituting an invaluable piece of work for the period covered.

In 1908, the Association had appointed, under the chairmanship of Ellen H. Richards, a committee to make a study on the economic efficiency of college women.¹ Associated with Mrs. Richards was a committee which secured the coöperation of many branches and collected a mass of material bearing upon the subject under investigation. Susan M. Kingsbury brought the study to publication in the *Journal* of the Association for 1910.² Here was a piece of research which attracted attention and much praise both within the Association and outside its ranks. A few months later — in June, 1910 — there appeared, as No. 22 of Series II, a study recommended for publication by Dr. Millicent W. Shinn's Committee on the Study of the Development of Children, a 'Record of the Development of Two Baby Boys,' by Laura Sawin Filley. This study is still a classic in its field.

¹ See Chapter XVII.

² As Series III, page 20, *Publications* of the A.C.A.

Still another piece of pioneer work found its way to the public as Bulletin No. 1 of 'Publications of the Association of Collegiate Alumnae,' when in 1913 there was published the results of four years of work of the Committee on Vocational Opportunities, entitled 'Vocational Training, a classified list of Institutions Training Educated Women for Occupations other than Teaching.'¹ Under the chairmanship of Elizabeth Kemper Adams, the committee had done a piece of intensive research, the results of which were embodied in this list, the first of its kind in the United States. In 1916 was published Bulletin No. 2, 'Opportunities for Women in Domestic Science,' by Marie Francke. In 1916-18, Bulletin No. 1 was revised and brought up to date by the Committee on Vocational Opportunities under the chairmanship of Florence Jackson.

It is impossible to note in detail the papers and articles which have been printed in the *Journal* of the Association during the twenty years of its existence, for what it was under the A.C.A. it has continued to be under the A.A.U.W. An examination of its files will, however, repay any one who will take the trouble to see what a wide field they cover, and in how many instances they represent pioneer work.

One of the latest instances of hewing out a new trail is a bulletin² entitled 'Report of the Committee on United States History Textbooks used in the Schools of the United States,' of which Laura F. Ullrick is chairman and editor. When, in 1926, the American Association of University Women became interested in a discussion which not only was blazoned in newspapers, but was the basis for the introduction of ill-advised bills in several State Legislatures, it set about to make a study of the truth of the whole matter. Ever since the close of the World War, textbooks of history and their use by teachers had been much criticized in hap-

¹ See Chapter XVII.

² Reprinted from the *Proceedings* of the Biennial Convention of the American Association of University Women, 1929.

hazard and often in acrimonious fashion. No investigation of the truth of the allegations thus made had taken place save here and there by an interested author or publisher. Yet the question was one of fundamental importance. The Association, therefore, appointed in 1926 a committee under the leadership of Dr. Mary Williams, of Goucher College, which set to work to collect information as to the history texts in use throughout the forty-eight States of the Union, as well as an estimate of the number of students using these texts. It is impossible to give in full this admirable and eminently judicial report. As usual, the Association had no funds adequate for carrying on so large a piece of research as almost at the outset this project was found to be, and as a consequence a combination was made between the American Association of University Women and the World Federation of Education Associations, in which the work of the former and the funds of the latter made possible this piece of pioneer work done in scholarly fashion. After a critical study of the sixty books examined, Miss Ullrick thus concludes her report:

The committee believes that if the American Association of University Women wishes to do real service in this line throughout the country, they will establish a standing committee on textbooks which will keep in touch with those in use in this country, not only in the American history field, but also in all the fields of history. After all is said and done, the subjects are taught in the school which public opinion demands and textbooks are written with the emphasis which public opinion demands. The textbook which does not represent these demands will find no place in the schools. The teachers in schools reflect to a large extent the public opinion of their communities. It would be the thought of the committee that the standing committee of the Association should keep in touch with the most progressive thought on the subject of teaching history and should test the textbooks as they come onto the market by these standards. If the textbooks were found to lag behind these standards or if the texts in general should be lagging behind, then the Association might be able, through its wide membership, to help to create a public opinion which would demand the progressive type of textbook.

A piece of individual research of great importance historically is the 'History of the Fellowships awarded by the American Association of University Women, 1888-1929, with the vitas of the Fellows,' compiled and edited by Margaret E. Maltby, Ph.D. This invaluable history appeared in the summer of 1929, and was in constant use by the authors of this history from the moment of its publication.¹

From the office of the International Relations Committee, especially since its transfer to the Washington headquarters of the Association under the secretaryship of Dr. Esther Caukin, there have appeared many suggestions for International Relations study groups throughout the branches of the A.A.U.W., in typed or printed form, bibliographies, and one pamphlet entitled 'Definition of the Monroe Doctrine.'

From the office of the educational secretary during the secretaryship of Dr. Lois Hayden Meek appeared in typed or printed form many suggestions, bibliographies, and 'guidance materials' for use by the many educational study groups of the Association. While these groups constitute an outstanding activity of most branches, the literature put out for their use is also available for parent-teacher associations, women's clubs, progressive education, and other interested organizations. In the 'List of Publications' from the educational office, published as *Bulletin I*, September, 1929, seven other bulletins are named with a paragraph of description for each; four other pamphlets under the general heading of 'Guidance Materials for Study Groups,' with a short description of each; five leaflets under the caption 'The Educational Program' (of the A.A.U.W.); and nineteen 'Reprints and Pamphlets,' several of which have appeared as articles in the *Journal* of the Association — certainly a work of great magnitude considering the short time Dr. Meek was in office, and in comparison with the slender sheaf secured with such labor and pains thirty or forty years ago.

¹ See Chapter XI. Also Appendix, pp. 443-48.

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Before the publication of the *Journal*, the proceedings were either printed as a part of the 'Annual Register,' or (as in 1896) in a separate pamphlet. This policy was followed until 1927, when a new plan was inaugurated, whereby the *Proceedings* of the biennial conventions have been printed as a separate pamphlet, instead of in the *Journal*, as was the case from the time that the *Journal* first appeared. The *Proceedings* have never been dull reading, and are often of absorbing interest, especially to one interested in following historically the progress of women's education in the United States. For in the multiplicity of interests which all these records and publications present, it is clear that throughout the skein of increasing size and varied threads, one scarlet thread has run through warp and woof. And that thread is the one of college education for women, sometimes a pattern in itself, sometimes a background for another pattern. But to its original pattern the whole fabric has nevertheless been woven. It must be remembered, too, that the busy women who wove this web had manifold interests besides this particular one, and so slowly year by year did the work progress that it may well have seemed to them that some mysterious Penelope had unwoven at night what had been woven in the day. It is only when one looks over the span of years, as shown in the publications covering the half-century, that the accomplishment, instead of appearing meager, seems, in the face of the difficulties the workers encountered, astonishingly large. That its importance and influence were out of proportion to its size must always be clear to the thoughtful student of the Association.

CHAPTER XXV

SECTIONAL CONFERENCES AND STATE DIVISIONS

WHEN in 1912 the reorganization of the A.C.A. took place, one of the by-laws provided for the division of the whole country into ten sections with a vice-president for each section so created.¹ It was hoped that by this division sectional conferences could be held where a larger number of members might come together than would be possible at a national convention, no matter where the latter might be held. Although the sectional vice-presidents began to make reports on their districts immediately after 1912, the conferences were slow in coming into being largely because of the intervention of the World War, when railway travel was cut to a minimum and it seemed almost a luxury for any one to attempt more conventions or conferences than were absolutely essential. A pioneer sectional conference was, however, held in Boston in October, 1916, when on invitation of the Boston Branch the fifteen other branches of the North Atlantic Section were asked to be for two days guests of the hostess branch. Nine out of the fifteen branches accepted the invitation. There were present besides the vice-president of the sections, Caroline L. Humphrey, then president of the A.C.A.; Gertrude Shorb Martin, executive secretary of the A.C.A.; Florence Jackson, chairman of the Committee on Vocational Opportunities for Women of the A.C.A.; Margaret Friend Lowenberg, chairman of the National Committee on Volunteer Service; and a number of members whose connections with the Association dated back to its earliest time. Reports were given at this conference from all the branches represented. At general sessions were discussed

¹ See Chapter III, *passim*.

such vital problems as the relation between A.C.A. branches and college clubs, the possibility of a larger part in administrative affairs to be played by faculties of colleges and universities, and the pros and cons of the then new Gary system which had just been put into operation in New York City. Perhaps the most outstanding session was 'a delightful symposium by President Pendleton of Wellesley, President Briggs of Radcliffe, and President Woolley of Mount Holyoke on the subject, "How Can an Alumnae Association Best Serve Its College?"'

In the following month, the first conference of the Northwest Central Section was held in St. Paul, Minnesota, where the two problems of educational legislation and of the office and duties of dean of women were foremost. In the call for this conference, branches were asked for suggestions as to the advisability of a continuation of the sectional conference plan.

No other sectional conferences were held until 1920, although whenever the Association met the sectional vice-presidents made reports which were thrilling in the variety of war work which they recorded. The revelations which were brought home to the Association by the examinations of the draft board bore fruit in the awareness of branches, States, and sections as to the problems of illiteracy and of inadequate educational facilities which were revealed to an awakened Nation. It was apparent that the work which these revelations made imperative could be carried to completion by the smaller unit — the State — better than by the section. As a consequence the state divisions of the Association emerged, although the sectional organizations still continued.¹

In 1921, the South Pacific Section reported two conferences, one of which was held in 1920, where the recommendation that the California State Division be organized was the most important action taken. In the same year,

¹ See Chapter III for an earlier attempt at state representation.

however, the North and South Rocky Mountain Sections reported that sectional conferences were impossible, and it was strongly urged that a State officer to work within each State to bind the branches together, to form new branches, and to encourage the branches already in existence, to coöperate in educational and civic problems with other organizations already in existence, be provided.

From 1923 up to 1931, however, the sectional conferences have been growing in importance, with an extraordinary variety of interests and achievements provided in their biennial programs. For instance, the South Atlantic Section and the Southeast Central Section, both of which came to be important after the union of the Southern Association of College Women with the A.C.A. in 1921, have carried forward the work of further standardizing the schools and colleges in the Southern States. The Northeast Central Section has devoted its conferences largely to branch programs, whereas the Southwest Central Section has discussed the relations between branch and State, State and section, section and national organization. The North Pacific Section was especially helpful in its study of the problem of the admission of agricultural colleges. Since 1928 the sectional conferences have been most largely concerned with the Million Dollar Fellowship Fund, and it is here perhaps that the importance of this link between the State and the National organization has its greatest significance. The award of the sectional fellowships such as that of the Southwest Central Section, which it was voted in 1928 should be awarded after two years to the amount of fifteen hundred dollars, that it should be administered by the national Committee on Fellowship Awards, and that it should be open 'to any woman who holds a bachelor's degree, has done at least a year of graduate work, or has had its equivalent in practical experience in her field and who gives promise of distinction,' is typical. The Northwest Central Section in 1928 made a similar arrangement, and other sections are

falling into line in this great work which the Association has undertaken.

One other aspect of the work of the sections cannot be omitted. When, in 1921, the Southern Association of College Women came into the A.C.A., it was requested by their officers that the by-laws be amended to provide, in their region at least, a Committee on Recognition of Colleges and Universities, whose duty it should be to recommend to the Committee on Recognition of the national association for study and acceptance or rejection the institutions which in the opinion of the sectional committee were ready for national membership. This amendment was thereupon passed for all ten sections.

But the problem thus presented to the sections, that of acceptance of colleges and universities within their borders, presented a difficult situation. In spite of a really determined effort, the provision for a sectional committee proved unworkable, and as a consequence, in a revision of the by-laws in 1929, the following paragraph was inserted in the article of the by-laws which provides for sectional, state, and branch divisions:

In each section there shall be an adviser to the Committee on Membership.¹ This adviser shall be a national member, appointed by the board of directors upon nomination of the sectional director. She shall inform the Committee on Membership² of local conditions, and visit colleges and universities within her section at the request of the committee.

By the appointment of this single officer, it is hoped that the work of the Committee on Membership may be simplified and made more effective.

Thus the section for the time being remains as a larger entity than the single State, with a theoretically larger point

¹ See *Charter and By-Laws of the A.A.U.W.*, May, 1929, p. 10.

² The Committee on Membership is the name adopted in 1929 for the former Committee on Recognition of Colleges and Universities. See Chapter VI.

of view, and a larger constituency from which to draw advice and help, besides being a valuable link between the branches and the States, and the national president, secretaries, and headquarters. Whether the sections will continue to function indefinitely is a question; but it cannot be solved save as the future shall point out the answer.

As has been said, it was the World War which brought the necessity for state organizations clearly to the attention of the national officers of the A.C.A. Yet the new plan related itself in a way to an older phase of the organization when in the late eighties and early nineties the Minnesota Branch, the Ohio Branch, the Pacific Branch, the Indiana Branch, and the Rhode Island Branch were formed, with their membership scattered throughout a whole State, which indeed the one branch represented. The same was true of the branches in Milwaukee, St. Louis, Chicago, Detroit, Seattle, and Portland, each of which was the only local unit within the state boundaries. The state organization as it is known to-day, however, dates from the period of the World War.

One of the first state conferences was held in the Northeast Central Section, when in 1915, by invitation of the Central Illinois Branch, the five Illinois branches met with the president of the National Association, Caroline L. Humphrey, and the vice-president of the section, Violet Jane Schmidt, to discuss the educational situation in Illinois in the light of an educational survey which had recently been made. In the following year, 1916, the Ann Arbor Branch called together the Michigan branches as well as the branch in Toledo, Ohio. The delegates from five branches met for two days with 'a notable accession of information, enthusiasm, and friendliness.' It was voted, moreover, to make the state conference an annual affair. In May, 1917, the Kansas State Division had its first meeting, but its conferences were not held annually until 1921. The primary purpose of the organization of the Kansas State Division was to make it

possible for the college and university women to be represented on the Kansas State Council of Women, a body composed of the presidents of all women's state organizations. After its founding, the division became vitally interested in the women students in the schools within the State, so that it began to foster the forming of new branches and to encourage the branches to raise scholarship funds. From these beginnings it was an easy step to assist in raising the Kansas quota for the National Headquarters Fund and later to make contributions to the Million Dollar Fellowship Fund.

In 1919, Gertrude Shorb Martin, executive secretary of the A.C.A., reported that the movement for state organization was proceeding in a number of States and enumerated the state conventions of California, Ohio, Wisconsin, Michigan, Connecticut, Kansas, and New York as having been held in 1919 following the national convention in April of that year. Mrs. Martin pointed out that the Connecticut plan contained suggestions which other States contemplating state-wide organization might well follow. A meeting had been called in Connecticut, to which representatives of the four branches in the State and several of the independent college clubs were invited, to meet in New Haven. All the representatives present at the meeting agreed 'that the number of branches and of individual members in the State could be greatly increased and that through such an organization the college forces of the State could be made much more effective in improving educational legislation, in raising international and local scholarships, and in furthering Americanization work.' It was thereupon decided to organize the Connecticut State Division of the Association to consist of the branches of the State as regular members and the independent college clubs as associate members, the latter to have full voting power on all matters except those pertaining strictly to A.C.A. business. It was also arranged that the State Division should have a council made up of the

president and one delegate from each branch and one delegate from each college club, to meet at least three times a year and to elect one of its members president and one member as secretary-treasurer for a term of two years, these persons to be A.C.A. members. It was recommended that the state work should be financed by a fee of fifteen cents per individual member, to be paid by each branch and club belonging to the state organization. It is interesting, in connection with the Connecticut organization, to note that in the immediate work which the state organization undertook — an attempt to further the efforts of the State Board of Education for improved school legislation and for teachers' pensions — several local alumni associations of men joined with the college women to achieve these ends.

The New York State Division, formed in 1920, discussed the suggestion that it might be well to have a branch in each county, but this plan was later abandoned and the state organization continued as it had begun — with delegates from the separate branches, and representatives of general members scattered through the State and not affiliated with any branch. The New York state organization made provision also for affiliated college groups although this provision has not been entirely satisfactory. This state organization has followed the trend of the national organization in its programs and in its work, but the support of the national plan has by no means precluded the support of undergraduates in college or high school 'where ability and personality give promise of exceptional scholarship.' The New York state organization has felt an especial interest in the quality of its public school teachers, since the report that the number of illiterates — that is, those who cannot read or write in any language — is large enough to challenge every A.A.U.W. member in the State. In 1929, the president of the State Division reported that it was hoped to carry on a study of school costs and school failures in the belief that taxpayers, city officials, and boards of education would be

interested, not only in the findings of such a study, but in a definite program which might be carried out when actual facts were made known.

The Kansas Division in 1927 undertook the survey of the rural schools of that State in order to acquaint the eleven hundred members of the branches of the A.A.U.W. with the actual conditions in the rural schools and the necessity for legislative action to secure better conditions. In this survey all branches in the State took a part, thus enlisting the woman power of the whole community in a cause which should make an effective and universal appeal.

The Vermont State Division was formed in 1920 at a conference called to meet at the time when the State Teachers' Convention was in session. The original name was the Vermont Branch, because, says the historian of the division, 'it seemed to us that in a State predominantly rural one branch would be all that was necessary, since we could not, at any rate, get together more than once or twice a year. Little did we then dream of the enthusiasm that would result in the formation of branches in Montpelier, Middlebury, Burlington, Rutland, Saint Albans, Bennington, Brattleboro, and Randolph, or that, as now, we would have in our files the names of 1372 college women of the State catalogued on collegiate-colored cards and geographically, as well as alphabetically, filed in order that at any time a college graduate may know the other college women of her community and start a branch.' With the forming of the local branches came the change in name to the Vermont State Division with a double work outlined for the officers—supervision of the branches and the holding together of isolated members throughout the State. This latter group, of which Mrs. Calvin Coolidge was the one hundredth member, was considerably reduced by the formation of branches with which the general members soon affiliated. The State Division has met twice a year, in the fall with the State Teachers' Convention, and in the spring with the Vermont

Federation of Women's Clubs. In addition to these two meetings is a unique project of the Vermont Division — 'College Week.'

Stories of the varied activities of 'College Week' have been printed in the A.A.U.W. *Journal*, yet in perusing these one gets but a partial glimpse of the rare communion experienced with kindred souls in this week of intellectual "retreat" for college women. Mornings are given over to round-table discussions, evenings have addresses open to the public, afternoons are left free for walks and talks in the lovely grounds, for tea on the Circle, and the formation of those friendships which are, after all, perhaps the most important part of College Week. To its success is due the coöperation of all of our New England colleges and many of those farther afield, who have sent to us their presidents, deans, and prominent faculty members with inspiration to keep us in touch with "college days" and what is up-to-date and worth while in the college world. At the round tables have been taken up not only our Vermont problems of education and legislation, but new methods of education in this country and abroad, brought to us by specialists with both vision and constructive ability. We in Vermont cannot speak too strongly of all that College Week has meant to us and we hope that many other States will carry on the College Week idea.' In connection with this 'Week' the *alumnæ* of the different colleges represented meet in groups as well as in the general sessions. The membership is not limited, it might be added, to the membership of the A.A.U.W.

The Vermont State Division, like the Kansas Division, has undertaken work with the rural schools, and an organization called 'The Better District School Association' was organized in 1924 under the auspices of the Vermont State Division, although it is open to any one interested in the district schools.

The Oklahoma State Division, organized in 1921 by Amy Comstock, president of the Tulsa Branch, began in 1928-29

a program whereby each branch in the State undertook to visit not less than three rural schools in their vicinity and to gather some observations from the county superintendent and the teachers, and from records, information specified on a form questionnaire. The questions covered subjects that could easily be discernible and understandable by a layman. The survey was not to be technical, scientific, nor pedagogical, but a layman's report, the findings to be compiled by the Educational Committee of the State Division and followed by such action as the findings might warrant. The branches were asked to invite the newly elected legislators in their regions to meet with them to discuss the school problems and thus become informed of conditions in the hope that coöperation in remedies might follow.

By 1923, the state organizations were fairly on their feet, as may be seen by the fact that ten States sent representatives to meetings in that year. Indeed, the formation of State Divisions went forward so rapidly that in December, 1926, the national headquarters issued a small bulletin bearing on the subject.¹ The executive secretary reported that within the past eight years (that is, since 1918) thirty-three States had attacked the problem and of these 'twenty-four are fully organized and actively at work.' The State Division was defined as 'a unit of organization in the Association made up of branches and general members in the State. Each State Division has its officers and committees, holds an annual meeting, has its own budget financed by dues from its members, and is entitled to representation at national meetings. Such organization is designed to strengthen the branches, and to facilitate coöperation with headquarters and with the national committees.' In this bulletin, besides stating the advantages of state organization in facilitating contacts between the branches and national headquarters and providing contacts between the branches, the point was brought out that the creation of new branches had been

¹ See *Bulletin*, December, 1926, 'State Divisions of the A.A.U.W.'

greatly facilitated by the state organizations and that in addition the general members had been united in a program of practical work as had never been the case before. Moreover, the State Division had been enabled to carry out a state educational program, 'legislative or otherwise, without hindrance from local bias or limitations, thus providing opportunity to influence educational progress in the State.' The report might have enlarged this latter point by enumerating the States in which there had come into being a Woman's Legislative Council made up of representatives from all the women's organizations in the State, meeting during the months when the State Legislature was in session so as to keep informed of the bills presented which had especial reference to the interests of women and of children. These legislative councils were in a way the outgrowth of the war, but they were stimulated much more profoundly by the Eighteenth Amendment to the Federal Constitution. Such a State as Wisconsin is typical of the situation in other States. The various women's organizations like the Federation of Women's Clubs have each a representative, usually from a club in Madison, the capital of the State, who, with representatives of other organizations, meet during the legislative session every Monday afternoon in the Governor's reception room in the State Capitol. There are discussed the bills which have been presented during the previous week, the hearings scheduled for the current week, and the program for the immediate future in which the women's organizations have an especial interest. The Madison Branch of the A.A.U.W. acts as a representative for the Wisconsin Federation of Branches, with the understanding that a vote is to be given only in educational matters. The Washington State Division working through the branch in Olympia, the state capital, in 1927-28 watched all sorts of legislation, national and state, with special work on the establishment of a children's code commission, of a parental school, and of an institution for feeble-minded children.

It is impossible to review the state conferences of all the States or of any one State throughout its entire history. The West Virginia Division feels that its greatest achievement is the erection of Elizabeth Moore Hall, the women's building on the campus of the University of West Virginia, since this building is the direct outgrowth of the coöperation of the State Division following a plea made at the convention of 1924 by the director of physical education on behalf of the women in the university.

The Pennsylvania-Delaware Division, which met first in 1924, has been especially active in forming new branches throughout the region and in establishing in 1929 by unanimous vote the raising of \$30,000 as the division goal for the Million Dollar Fellowship Fund — this in addition to the \$30,000 pledge of the Philadelphia Branch for a fellowship in memory of Marion Reilly.

The Oregon State Division offered for the first time in 1928 a fellowship of \$1200 for study in biology by Laura Garnjobst, who by the gift of the fellowship would be enabled to complete her work for her doctorate. Miss Garnjobst's alternate, who was also named at the awarding of the fellowship, was a graduate student in sculpture at the University of Oregon. Thus the State Division has recognized the fine arts as well as the field of pure science as subjects for serious study.

The divisions in the South, like those of South Carolina, Tennessee, and Mississippi, find their programs in the growing educational needs of the South, especially in rural education and in the necessity for state compulsory education laws with adequate enforcement. In Georgia, the Division voted at the 1928 meeting to make a survey of the preparation of high-school teachers in the State. A state survey made in 1924 had shown that only about twenty-three per cent of the high-school teachers of Georgia had any college training whatsoever. The A.A.U.W. survey of 1929 showed that only four per cent lacked special training of

some sort, certainly a remarkable improvement. The lack of trained teachers was, moreover, in the view of those who coöperated in the survey, due to the low salaries offered, and the low salaries were in turn due principally to the lack of adequate appropriations. The educational chairman of the Georgia State Division thereupon presented a program in which all the branches are uniting, first to make a special study of their local educational conditions and then to stand behind the able and fearless State Superintendent of Education for capitalizing 'the greatest and most genuine public interest in education which the State has ever had.'

The New Hampshire Division, one of the most recently organized State Divisions, joined in the summer of 1929 with the New Hampshire Congress of Parents and Teachers in putting on a successful three-day institute in child study at the University of New Hampshire, July 10-12.

In closing the history of the California State Division, Florence Herrick Vanderburgh, historian, says: 'The California State Division stands between the National Association and the branches in the State. It stands ready at all times to help the branches in any way that it can, whether with advice in local matters or with help in the carrying out of national policies and programs.' In illustration of her statement, Mrs. Vanderburgh says: 'The appointment of Mrs. Phœbe Hearst as the first woman Regent of the University of California was the result of the efforts of the San Francisco Bay Branch. Recently a continuing committee was appointed consisting of Dr. Aurelia Henry Reinhardt, chairman, Mrs. E. J. Mott, Mrs. W. W. Douglas, Mrs. Edwin Stanwood (the first president of the California State Division), to consider alumnae eligible for appointment to the Board of Regents. This is to conform with a present-day movement in America to have alumni and alumnae representatives on the Board of Regents of such institutions.'

The Michigan Division in closing its history says: 'The Committee on Scholarships and Fellowships was the only

one to find each branch had a similar committee formed, doing excellent work. In 1922 our organization was expending nearly seven thousand dollars each year in loans and gifts. Each branch organized since 1922 has offered a scholarship so that this amount has been greatly increased.'

The latest State Division to be formed is that of Massachusetts which met at the Walnut Hills School, Natick, on April 26, 1930.

The work of building up the state organizations has been due to hundreds of individual members whose names have not gone into the state histories, but whose achievements have, nevertheless, been real. The Michigan Division feels it has owed most to Fandira Crocker, of the Ann Arbor Branch, Wisconsin to Frances Perkins and Alice Wright, past and present sectional directors. Oklahoma remembers Mrs. George Ransom and Amy Comstock as outstanding organizers, as New Hampshire recalls Mrs. William H. Schofield. Kansas gives credit to Dr. Ida H. Hyde in the old days and Grace Wilkie in the last five years, while the North Atlantic Section feels that its state organizations owe most to Elizabeth Kirkbride, sectional director. The Southern States owe much to the earlier organization of the Southern Association of College Women and the leadership thus developed.

The national officers and the national secretaries have played a large part in the state organizations. The executive secretaries, Gertrude Shorb Martin, Ruth French, Mina Kerr, Eleanor Boswell, and Belle Rankin, have made many long journeys to foster small beginnings, and the educational secretaries, Dr. Frances Fenton Bernard, Dr. Lois Hayden Meek, and Dr. Kathryn McHale, have also lent their aid and inspiration. Dr. Esther Caukin, the International Relations Secretary, has also been tireless in her journeys to state and sectional meetings.

It is obviously impossible, as has been said, for any large number of members of the American Association of Univer-

sity Women to attend a national convention, no matter in what part of the country it may be held. The presence of national officers at state and sectional conferences goes far to make more vital the connection between the smaller units and the larger one, and especially through the appeals for the Million Dollar Fellowship Fund help to take the branches out of a parochial point of view into a national and international attitude of mind.

CHAPTER XXVI

THE BRANCHES OF THE ASSOCIATION

WHEN the reader has surveyed the history of the A.C.A. and its successor, the A.A.U.W.; when one has read what has been brought to completion through the sectional organizations; and when one has read the story of the hopes and ideals of the state divisions, one may well feel that the greater part of the history of a great organization has been completed. Yet none of these organizations could exist without the fundamental unit, the branch. The branches are made up of the individual members of the Association, who, working shoulder to shoulder, do what all the organization in the world could not do — make the aspirations and hopes of the educated women of the country bear fruit in concrete achievements and actual results. The individual member of the national association is a member by virtue of the fact that her Alma Mater has been admitted to membership in the national association, but she herself is a soldier in the army which the national association really is, by virtue of her desire to take a part in the campaigns, large and small, which have been the program of the national association and of the branches for fifty years. The branches *are* the Association and the story of what they have accomplished would fill many a volume.¹ Their story, moreover, presents in a graphic fashion, a cross-section of American life. The branches represent a city like Chicago or a town like Iron Mountain (Michigan), or a region like Pomona

¹ It would be a great achievement if each branch of the Association could issue as a small volume or as a pamphlet its story from its beginnings to the present. The Boston Branch and the San Francisco Bay Branch sent in especially full and significant histories which could be used all too meagerly in the present volume. For a list of branches (521 in all) as of October 1, 1930, see Appendix.

Valley (California), where five towns unite in one group. In Vincennes (Indiana) the branch unites nine towns and villages roundabout. The Monmouth County (New Jersey) Branch serves a whole region, as does the branch in Monterey County (California). The Concord (West Virginia) Branch unites three towns, as does the Illinois-Iowa Branch, and in each of these groups the meetings are held in turn in each of three centers. Cowlitz County in the State of Washington combines the college women of four towns, while the Copper Country Branch on Lake Superior has members from all the 'Copper Region,' forty-five members in all, every one of whom is a member of the national association. The historian of this branch says, 'Having a branch up here at all in our widely scattered communities is something of an accomplishment.' State lines are no barrier, as the Illinois-Iowa Branch with members in two States illustrates. The same is true of the Fargo-Moorhead Branch uniting the borders of North Dakota and Minnesota; and the Marinette-Menominee Branch on the border-line of Michigan and Wisconsin. The point is that where there is work to be done, a branch comes into existence and gathers to itself all the like-minded women in the region.

It is interesting to follow the history of the formation of these branches, for as times and conditions have changed, so have the impulses which have led to organization changed likewise. The branch in Milwaukee (Wisconsin) came together to show the community that college training did not unfit a woman for either matrimony or society in general. The branch in New Haven (Connecticut) arose from a desire to assist the women students who came to Yale University when its graduate school was first opened to both men and women. The necessity for work in a community that a college or university might raise its standards to the point where the A.C.A. would accept the institution for membership was a vital factor in the formation of many branches, especially those in Texas, Oklahoma, and other

States in a region where very few institutions have been able to meet the requirements for membership in the national association. Sometimes the impulse has been to assist in securing a woman's building for the students of a college or a university, as was the case at Eugene (Oregon). Sometimes a group has been brought together because of a lack of intellectual stimulus in the community. In these cases the branch has usually set itself to bring lecturers and speakers of note to the community, as do the branch at Atlantic City (New Jersey) and the one at LaCrosse (Wisconsin), where each year a course of lectures has been provided. Oftentimes there has been a paucity of entertainments of a high grade to offset cheap vaudeville and questionable movies. Branches as far removed from one another as Greenwich (Connecticut), Huron (South Dakota), Hutchinson (Kansas), and Iron Mountain (Michigan) have given these reasons among those for which the branch was formed. In a number of cases, especially in the South, there has been the need of working up a sentiment for girls to go to college and the branch has set itself to meet the need. Many times a group of college women finding themselves rather alone in a community, knowing that their college education furnished a common meeting ground, have begun the agitation for forming a branch. Helen Travis, president of the branch at Iron Mountain, Michigan, in telling of the formation of her branch, says, 'Does it interest you that the suggestions for organization both in this branch and of the branch in Niles (Michigan) came to me through the interest acquired in membership in the Tacoma (Washington) Branch back in 1911-14 and through knowing Caroline Humphrey as president of the A.C.A. at Ferry Hall?' The historian of the Danville (Illinois) Branch went to Saginaw, Michigan, on war work and found her contacts in her leisure hours solely through the Saginaw Branch. When she moved back to Danville, her old home, she determined that a branch should offer to strangers in Danville what the Saginaw Branch had

offered to her. Once in a while a chapter has been formed by an advertisement in a newspaper calling all the college women of the community together, as was the case in Manitowoc, Wisconsin, in March, 1930. The branch in Rochester, Minnesota, was organized through a local group composed of teachers, doctors, and those young women who were associated with the Mayo Clinic, who met for a larger social life which should include the women of the town. Where a branch has been formed in this way, the interests often continue to be largely social, but the Rochester College Women's Club, like many another, has found the necessity for study as real as the need for social contacts, and as a consequence has organized study groups—in this case a pre-school and an international relations group. Pampa, Texas, has an interesting beginning. 'Our branch was organized January 19, 1928. Pampa has grown from a small town of twelve hundred inhabitants to a little city of between twelve and eighteen thousand. There were many young college women, wives of engineers and geologists whose husbands had come here with the oil boom. As this was a small town with nothing especially to do, we decided to organize a college club. We were surprised to find that we had so many members and that so many were eligible for A.A.U.W. Now we have quite an active branch and the college women who are not branch members work with us in all local matters. This group set about at once to coöperate in founding a public library and to give vocational guidance to high school girls, especially seniors, who should ask for it.'

Once a branch has been formed, if there are leaders in the community who are willing to give time, energy, and constructive thought to the place which a branch may occupy in a community, the results which through a period of years are accomplished become even to the founders themselves a matter of amazement and of satisfaction. The place which the branch occupies in the community is a matter of gratification again and again. That the local branch of the

A.A.U.W. is the most active organization in the city is the testimony of Madison, South Dakota, while the fact of belonging to the Mankato (Minnesota) Branch 'probably means more to its members than membership in any other organization in the city.' From the outstanding place which the branch occupies comes logically enough the relation to other organizations and here the Association, through its local units, has played a very large part in adult education.¹ The organization through which the members work in the majority of cases are the parent-teacher associations of the towns and cities in which the branches are located. This co-operation comes about in a number of ways — by opening the study groups to members other than college women, by furnishing leaders for study groups in the parent-teacher associations of the different schools, by organization loan libraries for parent-teacher associations, or by a definite attempt at the education of parents. This last movement is one of the newest and has great possibilities for the future. It has come home to many parents that bringing children into the world does not necessarily make one an ideal mother, nor does marriage necessarily make a man an ideal father. With the growing complexity of daily life and the changing character of the life in the home, parents have become aware of their own need of education and of expert assistance on the problems of individual children. These needs are being met in such a city as Fresno, California, by lectures sponsored by the Fresno Branch. In another California city, Visalia, the education committee of the branch sponsors and furnishes leaders for a class in parental education conducted with the coöperation of the city superintendent under the plan of a night school class. The branch in Janesville, Wisconsin, sponsors a table of literature for parents at the public library, while a meeting for mothers forms a part of the regular program. In Hot Springs, Arkansas, the president of the combined parent-teacher

¹ See Chapter XXVIII.

associations of the city is a former president of the A.A.U.W. Branch who was chosen not only for exceptional experience in educational work, but also 'because she is an A.A.U.W. member.' The music sections of the Omaha (Nebraska) Branch gave in 1925-26 a demonstration of school music for the parent-teacher associations of the city which not only aroused great enthusiasm, but resulted in very real help to the music supervisor of the Omaha schools. The Marshalltown (Iowa) Branch and the Monmouth (New Jersey) Branch both speak especially of coöperation with the parent-teacher associations as a part of their work. As one goes through the histories of the branches, one finds again and again that the members of the pre-school, elementary school, and adolescent education groups become leaders of groups in the schools where the children attend, and thus assist in meeting problems with which, by virtue of their membership in the A.A.U.W., they have become better fitted to cope.

Not only in the parent-teacher associations, but in other organizations the branches have coöperated in every possible way. The Norfolk (Virginia) Branch has for a number of years held a membership in the Norfolk Chamber of Commerce and has for several years past been a member of the Southern Women's Educational Alliance. The Erie (Pennsylvania) Branch coöperates in local work with seven state organizations and with four national organizations — all of these engaged in educational or welfare work. An overlapping membership of the sort which the Erie Branch represents is very common and is often mentioned as an outstanding feature of the branch, as in Montclair, New Jersey. A comparatively new organization of women extending throughout the United States, and with international contacts also, is the Federation of Business and Professional Women's Clubs. There is here a very large overlapping of membership with the American Association of University Women, and of leadership. The chairmanship, for example,

of the Committee on Research is headed by Dr. Lillian Gilbreth, of the Montclair Branch, the Health Committee is under Dr. Olga Stastny, of the Omaha Branch, and the Public Relations Committee (in 1927) was led by Thyrsa W. Amos, of the Pittsburgh Branch. The A.A.U.W. Branch in Portland, Oregon, has members who are prominent in eleven of the city's organizations, and has to the credit of the branch or to some member the initial impulse to form eight different organizations for civic welfare. The Imperial Valley (California) Branch has been affiliated with the County Federation of Women's Clubs as well as with the District Federation to which it has furnished presidents and membership. The organization of the Imperial County Y.W.C.A. is due to the branch which also furnished the first president. Through the instrumentality of the Y.W.C.A. the Y.W. Camp at Hipass was purchased and aided materially by the branch. Moreover, the branch was instrumental in procuring a county school nurse and at Christmas time assists with work for the Yuma Indians in the region. The Long Beach (California) Branch has furnished the president and a member of the Board of Mental Hygiene, while the Social Service Committee has coöperated with the city social service department. The long list of work which, begun by the branches, has been taken over by other organizations would fill pages of history. The responsibility which the branches feel for furnishing leadership wherever possible is an outstanding factor in community life throughout the country.

While the branches indicate many times that their programs and contacts aim to furnish an intellectual stimulus not only to the individual members but to the community, it is interesting to see how the programs broaden with the growth of the group itself. Beginning with a desire to meet women with a similar background of education, the programs have grown as, for instance, has that of Charlotte, North Carolina, where it is recorded that 'as members' interest in

civic, economic, and world subjects grew, the branch changed also.' The branch in Lansing, Michigan, beginning in 1912 with a deep interest in local educational problems, reports that the growth of the branch in numbers and in influence has lead to more contacts with state, sectional, and national meetings, with the result that 'we have become more nationally and internationally minded.' The influence of the study groups upon these enlarged contacts and upon the enlarged point of view of individual members is an imponderable but very real factor in the growth of the Association. The branch at Toledo, Ohio, has had a typical history in the growth from a college club established in 1900 through affiliation in 1914 with the A.C.A. down to the present time.

It is interesting [says the historian] to note the awakening and development of civic consciousness and the growth of altruistic endeavor.... The aspirations of our numerous committees for municipal betterment embraced a wide range, even from the artistic possibilities of Toledo's skyline to the amelioration of the expectoration nuisance.... It was with a sense of profound relief that we at length discovered our own appropriate work and settled down to its exclusive furtherance. A lecture committee and a scholarship committee were added to our equipment. We set about maintaining a college scholarship, deriving funds from an annual course of three parlor lectures which served the double purpose of encouraging hampered ambition and establishing a new center of intellectual light in the community.... With the aid of a few outside gifts we were able to assist at one time as many as six girls at Oberlin College.

Thus one branch after another testified to this increasing appreciation of the educational function of the branch, although other interests according to local conditions are often the outgrowth of a more limited beginning.

The sense of belonging to a community to which one owes a definite responsibility is often the result of an individual point of view but it is fostered well-nigh universally by attendance at a college or university which regards itself as a part of and a leader in the community, the State, and the

Nation. The historian of the Toledo Branch voiced the development of this point of view when she said: ¹

Social service is of two kinds, remedial and preventive. Some one has used the figure of a precipice: We can take care of all those who go over the edge, or we can build a fence to keep them from falling.... Now this preventive and precautionary work, the study of causes, the tracing of evils to their sources and their elimination at the root, should be the work of college women as a group; any effort to such an end should appeal at once to their intelligence, and to it the whole weight of their concerted opinion should give determined support. Every group of these women, in every city, should have an active civic committee, constantly investigating, reporting, urging better conditions, supporting and coöperating with all organizations promoting the same ends.... It was these considerations which led to the appointment of a Civic Committee of the Toledo Branch.... Our biggest effort is toward some provision for the segregation of the feeble-minded. We are assisting the Bureau of Juvenile Research in taking a census of the feeble-minded in the State. This we do by collecting, through various agencies, lists of cases, which are turned over to the State Psychologists for examination. Our hope is that the facts as to the prevalence of feeble-mindedness will force the legislature to take action.

Second: We have joined with several organizations in requesting the City Welfare Department to make an investigation and census of prostitution in Toledo.

Third: We have expressed to the Teachers' Association our willingness to use our influence to further any social service or social center work in the public schools.

Fourth: We have established a Volunteer Social Service Bureau to which new graduates may apply, and by means of which they may be brought in touch with the social agencies employing volunteers.

The civic work of the branches has been an outstanding factor in every part of the United States. The branches in Michigan have been working for years for a woman's reformatory, as yet in vain. But they have not yet given up the fight, regarding their failure rather as a challenge than as a disappointment. The branch at Atlantic City, New

¹ The history sent by the Toledo Branch is a real sociological document of unusual quality.

Jersey, as an outgrowth of the war took the initiative in forming a council of women's organizations of the city whose first president was a member of the branch. The Austin (Texas) Branch founded their city library, while Conway, Arkansas, initiated the movement for a county library at which the branch is still working and has also assisted a rural school to obtain its library. The branch at Kenosha, Wisconsin, was primarily responsible for putting the city manager plan into operation in the community. The Cowlitz County (Washington) Branch conducted a Saturday story-hour for children four to twelve years old. Pullman, Washington, records its most outstanding activity as the children's library originally begun in 1922 and opened for three years only during the summer. The use of the books proved so valuable to the community that in 1925 the branch was opened throughout the year, a place secured in the Chamber of Commerce room, a book drive was held, money collected, and in 1927 a committee from the Pullman Branch appeared before the City Council and secured without difficulty an appropriation of three hundred dollars a year. At that time the library was moved to a suitable room in a modern store building, which was fitted with furniture, draperies, magazine racks, and pictures, while a capable young woman was employed to take charge of the library. 'The children who have been coming all these years are now in high school and are calling for a library equipped with books to meet their needs. The parents are also asking for books for themselves. We hope that this need will be met and that the library will be enlarged into a city library with adequate funds managed by a committee of representative citizens. The library is still (in 1929) directed entirely by the branch.'

The branch in San José, California, opened a children's room in the San José Library as its first undertaking, with the result that a county library was established with a trained librarian — all this before 1910. Corvallis, Oregon, through its branch assisted in the cataloguing of the city

library and purchased the nucleus of the children's library. Fairmont, West Virginia, gave effective help in securing the city library, as did the branch in Fairmont, Minnesota, half a continent away. When the Girl Scouts on the Iron Range in Minnesota instituted a circulating library, the branch at Hibbing began a practice, still continued, of sending books and magazines for use there. The international relations study group at Lewiston, Idaho, began a collection of books and pamphlets for their public library because of the necessity for literature which their own study developed. The branch in Washington, D.C., gave to the Junior High School of that city books on vocational guidance with a book plate, both in memory of Alice Deal. Huron, South Dakota, began a collection of books of progressive education for use by the city, while the library of current literature maintained by the branch for the use of its members is a part of the program at Commerce, Texas. Here the branch belongs to the Book-of-the-Month Club and the Literary Guild. A loan library of modern fiction is maintained by the Crystal Falls (Michigan) Branch. A most distinctive library is in the clubhouse of the University Women's Club in Los Angeles, California, in the shape of a sociological library unit. 'An important announcement of June 25, 1926, concerned the gift of \$1500 from the Los Angeles Settlement Association for the creation of a Sociological Library unit — \$500 in the form of books and equipment, and \$1000 in endowment. As this Association was the child of the original A.C.A. branch of 1892, the gift, presented by three members of both the early and present branches — Mrs. Nathan Weston (Wellesley), Miss Mary Bingham (Smith), and Miss Amanda Mathews Chase (California) — held peculiar significance.' In 1927, books were added to the library with especial reference to modern poetry, and thus a basis was formed for an enjoyable Round Table.

Work for libraries leads to work for theaters, another outstanding piece of work by several branches. The *Ash-*

land Press, of Ashland, Wisconsin, in an editorial (1927) said:

We cannot help but commend the local chapter of the American Association of University Women for sponsoring and putting across the 'Little Theater' movement in Ashland. It certainly is a worthwhile thing and the way they are doing it is still more worth while. This afternoon they are giving 'The Sleeping Beauty' and 'The Fisherman and His Wife.' Both are beautifully done, well costumed and altogether enjoyable. 'The Three Bears' and 'Little Black Sambo' will be the next offering on Saturday afternoon, March 5. The plays are given in the High School auditorium and all school children are invited to attend. The plays are kept strictly to the text and the beautiful fairy stories are unfolded in a most pleasing manner. It cannot help but have a most uplifting influence on the children and offset, to a certain degree, some of the blood and thunder they absorb at the 'movies.' We bespeak for the movement the heartiest coöperation from one and all.

Many branches have had the Tony Sarg or the Jean Gros Marionettes, notably the branches in Idaho, at Lewiston and Pocatello, and the branch at Warrensburg, Missouri. The branch at Salida, Kansas, sponsors the Marionettes, and the children from the rural schools of the county are invited as well as the children of the city schools. Nor has the theater movement been confined to that for children. One of the earliest branches to encourage interest in dramatic productions by its members was that of Columbus, Ohio, where in 1904 there was given Maeterlinck's 'L'Intruse.' The branch 'ran the gamut from Miracle Plays and Masques to Gaelic plays and modern German drama.' The Schenectady (New York) Branch has brought to the city plays of the best type while the drama groups in many branches have led to a 'Little Theater' movement in the city where the branch is located. The Little Theater in Fresno, California, began with about twenty women who came together in 1921 to read plays which the members had written. The first public performance was given February 15, 1923, with a program of three one-act plays. From these beginnings developed the

Fresno Players with a membership of nearly eight hundred members who have a sum of twelve hundred dollars toward a building project upon which they have set their hearts. Among the more important Little Theaters in the country is one at Portland, Oregon, another at St. Joseph, Missouri, another at Charlotte, North Carolina, another at Binghamton, New York, and one less known, but no less vigorous, at Iron Mountain, Michigan. All of these as well as the Little Theaters at Tulsa, Oklahoma, and Winona, Minnesota, were sponsored by the local branches.

A number of cities have found that something must be done to raise the quality of the movies to which children go in such great numbers. Saturday mornings have often been chosen as a time when a children's movie could be shown without interfering with the income which the movie owners regard so highly. The branches at Ardmore and Oklahoma City, Oklahoma, have both sponsored Saturday morning movies, as Eugene, Oregon, has for a number of years. Junction City, Kansas, has provided suitable movies for children at different times. In 1915 the Kansas City (Missouri) Branch 'began supervision of movies so successfully that information about the method used was sought by communities in many parts of the country.' The report significantly adds, 'This work was taken over by the Council of Mothers and by Parent-Teacher Associations as well as by the Women's City Club.' In Los Angeles, the University Women's Club has a motion-picture committee which publishes monthly a list of current pictures with comments regarding their suitability or non-suitability for children of various ages. This club (which is the Los Angeles Branch) has secured the active coöperation of the Academy of Motion Picture Arts and Science by means of which the privilege of previewing pictures enables the branch to be of greater service in recommending movies than could possibly otherwise be the case. Better movies have also been sponsored and provided especially by the branches at Lansing, Michi-

gan, Rome, Georgia, and Wichita, Kansas. The Kansas City (Missouri) Branch for a number of years staged a play or a pageant until other organizations took over that particular piece of work. The branch in Manhattan, Kansas, as a part of its program brings at least once a year to the community some outstanding production such as 'The Beggars' Opera' or 'The Denishawn Dancers.' Joplin, Missouri, considers its drama study groups its most important one, while Kenosha and Madison, Wisconsin, are also especially proud of theirs. One of the first pieces of international work done by any branch was in Seattle, when in 1906, as guest of honor at a reception, the newly formed branch entertained Madame Sarah Bernhardt, then appearing in drama in the city.

Closely allied to the theater are the fine arts, and here the work in many branches is new. Women's clubs have for a long time sponsored music and art sections with more or less success, but the development of an interest in the fine arts has been, save here and there, a rather recent development, so far as the American Association of University Women is concerned. In the Indianapolis Branch many years ago the group assisted in establishing the Art Institute of that city, and as early as 1897 the Pittsburgh (Pennsylvania) Branch took fifteen dollars from a total treasury balance of \$15.75 to assist in the collection of pictures for a local gallery. The Ozark Branch (Springfield, Missouri) has for many years held an annual art exhibit. The Portland (Oregon) Branch, under the direction of Mrs. J. C. E. King, organized the School Beautifying Committee which later became the School Art League. The Vermillion (South Dakota) Branch landscaped and took care of the space in front of Dakota Hall at their state university, while Ardmore, Oklahoma, has sponsored the teaching of art in the public schools. The branch at Eugene, Oregon, has laid aside one thousand dollars toward the new fine arts building at the University of Oregon. The San Diego (California) Branch from 1926 to 1928 raised money to buy twenty-three prints, paintings,

and other pictures for the San Diego Art Gallery. The Columbus (Ohio) Branch long ago provided the initiative for schoolroom decoration, while the Washington (D.C.) Branch in its early years had a study group on early Italian art. The branch at Wausau, Wisconsin, sponsored in 1927 three lectures on modern art by Professor Oskar Hagen of the University of Wisconsin. One of the latest pieces of work of the San Francisco Branch is the sponsoring and initiating of a fine arts program for study and for community consideration. In 1927, the movement resulted in provision for special fine arts courses in the University of California summer session. The Women's University Club of Los Angeles makes more of its art section than almost any other branch. When Ken Nakazawa was in 1929 the guest lecturer on Oriental art at the University of Southern California, he lectured on Japanese art at the University Women's Club. In the same month in which Mr. Nakazawa spoke, an art exhibit of Daisy M. Hughes was hung in the clubrooms, while a branch meeting at the same time provided a program of music by a Russian singer accompanied by a Russian pianist, both of whom were for the moment in Hollywood.

The development of music as an interest of the branches is also for the most part recent. Several branches have a music section, notably Spokane, Washington. The branch in Madison, Wisconsin, has a music committee which furnishes an occasional Sunday afternoon program given especially for those graduate students who are members of the branch. The branch at Seattle has aided the symphony orchestra of that city every year, not only by furnishing memberships, but in various other ways. The Long Beach (California) Branch has done the same thing. The University Women's Club of Los Angeles has a musical tea in May of each year. The Fond du Lac (Wisconsin) Branch, which was really the sponsor for the Fine Arts Committee of the A.A.U.W., has had for years a fine arts branch of its own.¹

¹ See Chapter XXVIII.

Turning from the fine arts to other types of civic interest, one finds a widespread interest and a varied program in what is known as Americanization work. With the great influx of immigrants from foreign countries into the United States, especially in the last twenty-five years when newcomers have tended to concentrate in cities rather than to betake themselves to the rural sections of the country, it has been a problem as to how these newcomers might become assimilated and within a few years be helpful in their new homes, especially in civic affairs. The branch in San José, California, like many other branches, began its intensive work at the time of the war when through its suggestion and appeal the board of education appointed home teachers to carry American ideals and education 'into the homes of our new and future citizens.' The work proved profitable and successful and became a part of the civic work of the city. The branch in Syracuse, New York, gives an informal party once a year for all women who have received their naturalization papers during the past twelve months and has found therein pleasure, profit, and education for the members of the branch as well as for the newcomers. The Beloit (Wisconsin) Branch, formed in 1914, found its early work in the Americanization program for the Sicilian and Greek families who had come to be industrial workers in the city. Fresno, California, which organized its branch in 1916, immediately formed an education section for the purpose of obtaining definite information about the Fresno schools. Throughout the whole of California the problem of assimilation of Chinese and Japanese is, of course, an especially difficult and challenging task. Separate schools are usually maintained for the Oriental children, although this is not always the case. The Fresno Committee in 1917 presented to the city the need for kindergartens with the result that two kindergartens were established in that year. The next year the International Institute Committee was formed and the following year the Day Nursery Committee, with the result

that the Fresno Branch in 1923 set itself more definitely under its Social Service Committee to work with Japanese, Russian, German, Italian, and Mexican women and girls who resided in the city. In 1925, classes to teach English to Japanese women were formed, and ever since that time the branch has coöperated with the Board of Education and other organizations in work with foreign-born women and girls in the city. In Greeley, Colorado, the branch has interested itself in the 'House of Neighborly Service' for Spanish-speaking residents of the city, not only contributing somewhat to its support, but until 1929 one of the members of the branch lived in the house and was in actual charge of the work, while in 1930 a member of the branch was president of the board. The Omaha Branch early in its history began to work for a social settlement in Omaha where representatives of different nationalities should be helped to adjust themselves to the community. By 1918, the settlement was established 'because its members had worked tirelessly, persistently, and intelligently for its promotion. Members of the A.C.A. taught classes and helped in many other ways.' Ever since that time the branch has maintained a settlement committee through which help has been given in volunteer teaching, in Americanization work and on the board of directors of the settlement. The branch at Poughkeepsie, New York, has combined Americanization and scholarship work in an interesting and valuable way by providing a scholarship to be given to some graduate of the local high school whereby she might attend Vassar College. In 1927-28, three hundred dollars was given a girl of Hungarian parentage highly recommended by the local high school. 'It has been an interesting experiment in Americanization as well as by providing education, for the recipient was awarded the scholarship for the second year and became a person of interest to the entire membership.'

Although the branches of the A.A.U.W. coöperate with many organizations, there is perhaps none with which the

members are more closely associated than with the work of the local Young Women's Christian Associations. This close integration between the two organizations is largely because of the work which the Y.W.C.A. does for young girls through the Girl Reserves and for women in industry through their Business Girls' Club. The Y.W.C.A. in Greenwich, Connecticut, was established largely in response to the arousing of public sentiment by the branch in that city. The Y.W.C.A. built in 1915-17, in San José, California, had as its most ardent worker and founder a member of the San José Branch — Ruth Laird Kimball. The Imperial County (California) Y.W.C.A. owes its inception to the work of the Imperial Valley Branch, which not only provided the necessary interest, but furnished the first president and later aided materially in purchasing the Y.W.C.A. Camp at Hipass. The Branch in Indianapolis, Indiana, began nearly twenty years ago a sustaining membership in the local Young Women's Christian Association. The St. Paul College Club was asked a number of years ago to aid in the International Institute of the Y.W.C.A., and in response help was given by members recruited from the branch who taught in the night schools of the city under the board of education. The branches at Pocatello and Lewiston, in Idaho, report a close association with the local Y.W.C.A., the former contributing for a few years to the Y.W.C.A. Girls' Camp. Pomona Valley, California, has furnished outstanding women to the Y.W.C.A. work. The branch in Stillwater, Oklahoma, immediately upon its organization early in 1923, set to work to aid the local Y.W.C.A. in securing a permanent secretary who should be of assistance to the girls at the Agricultural and Mechanical College. The branch also at this time worked for a city nurse and doctor. The branch in Duluth, Minnesota, began in 1912 the work of securing homes and assistance for girls in the high schools and in the normal school who needed such aid, continuing this work until the Y.W.C.A. and the schools themselves took it over.

The Boston Branch began many years ago a Community Service Committee which has had a most interesting evolution. Out of the work of this committee grew the Housing Committee, which not only did local work of high character, but also provided leadership and research for the National Committee on Housing of the A.A.U.W.¹ The Chadron (Nebraska) Branch, located in the midst of a large agricultural community, in 1924 aided other local clubs in equipping a municipal rest-room in Chadron, while the branch in Spokane established a rest camp as one of its projects, and the Pipestone (Minnesota) Branch furnished a room in the new community hospital. Sweet Briar, Virginia, through its branch gave in 1921 a play, the proceeds of which went to support the county supervisor of health, and the next year gave the proceeds of a similar play to the Amherst County Health Association. From this grew its management of 'Amherst County Day' inaugurated in the spring of 1922 at the request of the late Emilie Watts McVea, then president of Sweet Briar College. On 'Amherst County Day' the people of the whole county are invited to come to Sweet Briar College, to bring picnic lunches and to spend the day. Prizes are there awarded for essays submitted to the committee by pupils of the county schools. Prizes are also offered for orations by high-school students, for athletic events, for chorus singing, for group games, and even for better babies! In the spring of 1928 the speaker of the day was the Governor of Virginia.

Many of the branches have sponsored the movement for a community nurse, for example, that in Fulton, Missouri, and a number of branches report their Community Chest Fund Association for the welfare and character building agencies of the community as the outgrowth of a social service committee of the A.A.U.W. This was especially true in Tulsa, Oklahoma. The Moscow (Idaho) Branch took out a membership in 1927-28 in the Chamber of Commerce of

¹ See Chapter XV.

the city and through this channel sponsors the welfare work of the community. The Missoula (Montana) Branch twenty years ago placed a list of reliable boarding-places in the depots of the city, and fifteen years ago the Milwaukee Branch, through a committee, inspected rooming and boarding-houses (particularly those where women lived), and provided a graded and classified list which was posted in the Y.W.C.A. and other places. Beginning with that year the Milwaukee Branch has held a membership in the Central Council of Social Agencies through which it has worked — at one time compiling the first directory of philanthropies in the city. Five years ago, through one of its members, an investigation was made of conditions in the county jail. The San Francisco Branch has a splendid record of civic work which is too long to be cited here.¹ Other branches such as San José, California, report their assistance in the Anti-Tuberculosis Association. Many branches have either inaugurated or continued work of the Consumers' League, notably the Minnesota Branch and the Indiana Branch, which list this achievement as one of their earliest endeavors. In the days when college settlements were new the Omaha Branch began its work as did the branch in Washington, D.C. The Los Angeles Branch and the branch at San Diego, California, list this work as a part of their yearly program for a number of years. The Spokane (Washington) Branch was responsible for the summer camp near that city and also furnished a few years ago a room for children at the Hutton Settlement.

Those branches which are situated in the capitals of the different States, have provided membership for the legislative councils which meet in the years when the legislatures are in session. These legislative councils use the members of the branches of the A.A.U.W. to keep a special watch over educational measures which are presented to the legislature

¹ See Chapter VII. San Francisco has published its branch history (1930).

and to attend committee hearings, watch amendments, etc. Sometimes these local branches act as representatives for all the branches in the State as is the case with the Tulsa (Oklahoma) Branch, the Olympia (Washington) Branch, the Rhode Island Branch in Providence, and the Indianapolis (Indiana) Branch. Thus the branches have locally an imponderable but important part in the educational legislation of the different States.¹

In the development of the United States — a development which has of necessity been uneven — the most conservative field has been, as in other countries, that of law. To bring statutes and legal concepts up to the level of the institutions and needs of the day has always been one of the most difficult tasks before any government or group of citizens. In the development of the last generation in the United States, no group has demanded public attention and effective legislation more insistently than has that of the children. As a consequence, children's codes have been studied and prepared, often largely by social workers, for presentation in the legislatures of the different States. One of the pioneers in this work was the State of Nebraska, where a member of the Lincoln (formerly the Nebraska) Branch, Margaret Thompson Sheldon, was largely responsible for legislation often used as a model for other States. Mrs. Sheldon, who had been an extraordinary organizer and administrator during the World War, was appointed by the Governor of Nebraska as a member of the Children's Code Commission in 1919. This commission submitted to the State Legislature a printed report of a program of legislation and administration in the interest of Nebraska children which Owen Lovejoy in the hearing urged because he considered it the best of any State or country. In the winter of 1928-29 the Children's Code of Wisconsin was passed largely through the efforts of Mary Peckham Gross, a member of the Milwaukee Branch, and of Marie Kohler, a member of the Sheboygan Branch

¹ See Chapters XVI and XXV.

and president of the Wisconsin State Conference of Social Work.

A child guidance bureau has proved a necessity in many cities. The city of Washington, D.C., through its branch raised in 1923 five thousand dollars to help to pay the salary of a teacher to give psychological tests. As a result a psychiatrist was added to the staff of the medical department of the schools, the branch contributing toward the salary of this new officer. The branch is now sponsoring vocational guidance and has brought to Washington a lecturer for a course on child guidance. The Waco (Texas) Branch has also been especially interested in child guidance. The branch in Greeley, Colorado, brought to the city in 1928-29 an outstanding psychologist, Dr. Franklin B. Ebaugh, of the Psychopathic Division of the Denver General Hospital. The class, to which a ten dollar fee was paid by each member who joined the class, was made up largely of members of the A.A.U.W. Branch. Out of this undertaking grew a county clinic in mental hygiene conducted in connection with the Psychopathic Division of the Colorado General Hospital. In Hayes, Kansas, the branch worked to rouse interest leading to the securing of a public health nurse and a full-time public health physician. An elective course was introduced into the Birmingham (Michigan) high school as a result of the local branch's bringing Dr. Rachelle Yarros, of Chicago, with her film on sex hygiene to show to a thousand school children and their mothers.

The question of infant mortality has been for many years a grave concern both for the Federal Children's Bureau and for local communities. The Beloit (Wisconsin) Branch in 1916 did a pioneer work in conducting a baby census with resulting recommendations for other organizations to follow. The crèche at Buffalo, New York, has already been described as a pioneer movement.¹ In 1910, the Fall River (Massachusetts) Branch opened a day nursery because of pressing

¹ See Chapter VII.

needs in a textile center like Fall River. From small beginnings the branch moved forward, securing valuable property, house, and land, with an endowment of thousands of dollars, 'all paid for by hard work of every member of the branch, which also composes the entire board of managers.' One bed in a day nursery was supported for several years by the Omaha Branch. The Baby Clinic at Madison, Wisconsin, was assisted in its beginnings by the Madison Branch, and a member of the branch, Dr. Dorothy Reed Mendenhall, has been an outstanding worker ever since the clinic was organized. A similar enterprise in Junction City, Kansas, is due to the local branch. The Lincoln (Nebraska) Branch began medical examinations in the public schools in 1910 to check trachoma, with the resulting establishment of a health and hygiene department in the Lincoln public schools. The A.A.U.W. Branch assists in conducting the examination of pre-school children at Blackwell, Oklahoma, and at Chadron, Nebraska, while the Fresno (California) Branch through sponsoring such examinations was instrumental in the establishment of a health center. The San Francisco Branch has for many years done a superb piece of service through a similar committee. In 1910, the Certified Milk and Baby Hygiene Committee of the branch was organized to work in conjunction with the Associated Charities. Sub-committees were formed around San Francisco Bay, and the Panama-Pacific Exposition, through demonstrations of baby feeding and baby welfare clinics in coöperation with the United States Children's Bureau, educated tens of thousands of visitors to the Exposition. Among its treasured possessions the branch holds a silver medal from the directors of the Panama-Pacific Exposition for its collaboration with the exhibit of the Federal Children's Bureau. The educational film, 'Motherhood,' which the Baby Hygiene Committee prepared, was purchased by the National Red Cross for use in France and was later used in Australia. Through this committee well baby clinics have been established, a survey

made on the causes of maternal and infant mortality, a course outlined and equipped in home nursing and care of babies for girls of junior-high-school age, a birth control and maternal health center established, as well as the first cardiac center for examination and reference of school children. The pure milk movement was begun in Huron, South Dakota, by the local branch. The Omaha Branch in 1928-29 aided the milk and lunch fund of the public schools to the extent of a gift of fifty dollars. Often the branch sponsors public health work throughout the county, as for example, in Hot Springs, Arkansas, and in the Imperial Valley, California. The Ozark Branch (Springfield, Missouri) helped to make possible the employment of a city school nurse, while the San Diego (California) Branch arranged in 1926 an evening course of eighteen lectures on child problems for the institutional workers of the city, in which the heads of various children's homes in the region were especially interested.

In remedial work for children the branches have also assisted; for example, the Seattle Branch was a large factor in securing a satisfactory juvenile court for that city. The administration of what passed for such a court was in the period 1909-12 far from satisfactory. The branch set itself to work to secure the retirement of an undesirable probation officer and the appointment of one better qualified. At the invitation of the judge of the superior court, the branch set forth in writing suggestions as to improvements in the handling of juvenile cases, chief among which was the appointment of a judge especially qualified for work with children, whose primary care should be such cases. By September, 1914, not only had several of the desired reforms been put into operation, but a committee of the branch laid before the county commissioners of that year an endorsement of the appeal for an appropriation for a new detention home for wayward and neglected children. The committee was able at the close of that year to report an appropriation of \$35,000 for this vitally necessary purpose. The juvenile

court in Detroit owes its inception to the Detroit Branch, and a number of branches are interested in the introduction of mental tests and the aid of a psychiatrist before cases are finally disposed of by the judge who has juvenile cases in charge.

The Aberdeen (South Dakota) Branch through its Service Committee has for several years collected magazines to be given to children quarantined with contagious diseases. The Ripon (Wisconsin) Branch has constantly coöperated with the school nurse and in one case purchased glasses for a needy child. The Sheboygan (Wisconsin) Branch conducted a preliminary survey which was followed by a successful clinic for crippled children in the city, a clinic which had an especially far-reaching community effect, for as a result the city established in the vocational school a department for the education of crippled children with a teacher and a physio-therapist in charge. The branch at Jefferson City, Missouri, contributes regularly to the state fund for crippled children, while the Omaha Branch several years ago gave nearly forty-five dollars from its war fund to pay for spectacles needed by school children. The University Women's Club in Los Angeles in 1920 gave active support to the orthopedic hospital and school and formed an auxiliary to the Crippled Children's Guild. The Portland (Oregon) Branch became especially interested five years ago in a special correction clinic which was opened in the city under the direction of a member of the Portland Branch. The branch at Spokane furnished for more than two years a teacher at the juvenile detention home, a piece of work which was followed by the furnishing of such a teacher by the board of education. 'This was a splendid piece of constructive work, as the children gathered in the dingy courtroom through no fault of their own were forced to remain there day after day without instruction of any kind until the Spokane Branch saw the need and were responsible for the furnishing of a teacher. A victrola was also placed in the

detention home.' The Stanislaus Branch in California, with its headquarters at Modesto, has sponsored a clinic for crippled children which it considers one of its outstanding pieces of work. The branch at Pocatello, Idaho, discovered that the children in a school of correction were not being furnished any magazines, whereupon the branch voted to send new magazines until such time as the State Legislature should provide reading material for the children. This work was continued for several years with the fund totalling ultimately nearly two hundred and fifty dollars.

Turning to more specifically educational work, the desirability of kindergartens and nursery schools has been apparent to A.A.U.W. members for a number of years. One of the first activities of the Fresno Branch was the sponsoring of a kindergarten, and the branch at Eugene not only sponsored the city kindergarten, but in the beginning partially financed it also. The branches at Amarillo, Texas; Ardmore, Oklahoma; Hiawatha and Independence, Kansas; and Keokuk, Iowa, were responsible for working up sentiment for kindergartens, and in large measure for their ultimate establishment. The branch at Lewiston, Idaho, was directly responsible for the opening in September, 1925, of the first and only kindergarten at that time in existence in the whole State. The Shenandoah (Iowa) Branch through its pre-school study group carried on a six-weeks' kindergarten for pre-school children, underwritten by the branch in the beginning, but ultimately paying for itself. Nursery schools have been established also by the branches at Canyon, Texas, and Kenosha, Wisconsin. In the latter case the chairman and inspiration of the child study group of the Kenosha College Club, Mabel Ellis Fogwell, fostered and directs the Fogwell Nursery School. The Amarillo (Texas) Branch employed a full-time worker in the Amarillo Day Nursery until the salary of the worker was included in the Community Chest Fund. The branch at Kalamazoo, Michigan, helped equip a nursery school and for three years has

maintained a scholarship in it. The college club at Montclair, New Jersey, contributed one hundred dollars to the local nursery school, while the Pocatello (Idaho) Branch started a pre-school child school which was carried on later under private management. The nursery school at Missoula, Montana, was the direct outgrowth of work by a committee of the branch in 1924 which had in mind the establishment of a pre-school laboratory. The University of Montana co-operated in every way through its physical education and psychology departments, and the project which began in January, 1925, with Mrs. W. T. Williams as director, has been a notable factor not only in the branch but in the university as well. The branch members arranged the work, taught the classes, financed and conducted a day school for children of pre-school age in Grand Forks, North Dakota. In connection with the nursery school and kindergarten movement may also be classed the toy exhibits which have been sponsored by many different branches, notably Independence, Kansas; Fort Worth, Texas; Indianapolis, Indiana; Poughkeepsie, New York; and Spokane, Washington.

Although the branches through the provision for nurses, libraries, health clinics, educational movies, and better teaching, have manifested their interest in elementary-school education and elementary-school problems, the achievements have not been perhaps so outstanding as have those for the pre-school child and for the high-school group. Yet the Jacksonville (Illinois) Branch has 'worked for all things pertaining to the betterment of its elementary school system even to securing representation on its governing board.' In 1913 the San Francisco Branch inaugurated the school survey of San Francisco schools, a work extending over two years and resulting ultimately in a charter amendment reorganizing the school department of the city. Other branches have members on the boards of education and in that way are able to coöperate in the betterment of the schools.

Many branches have sponsored the Girl Scout movement, especially the San Diego (California) Branch, while others stand back of the Girl Reserves (which are affiliated with the Y.W.C.A.), notably the branch in Fresno. Similar organizations, such as the Camp Fire Girls, enlist the interest of branches, especially at Portland, Oregon; Billings, Montana; Edmond and Ponca City, Oklahoma.

High-school girls receive aid from the branches in very specific cases — for example, the branch at Quincy, Illinois, was largely instrumental in getting a new high-school building. The branch at El Paso, Texas, has a student loan fund which is loaned to needy students in the city of El Paso and in El Paso County. Through gifts and the raising of money in all sorts of ways, this fund was in 1929, \$21,000, of which \$300 was loaned in a single scholarship. Mrs. Charles A. Kinkel, founder of the El Paso Branch, was also the founder of the El Paso Loan Fund, and it was largely through her efforts that the management and distribution of the fund were perfected. The branch is now assisted in the management of its fund by a board of trustees selected from 'our most philanthropic citizens.' In Rome, Georgia, in 1923, a house was rented and furnished as a clubhouse for girls who lived in the county and wished to attend the high school in Rome. The county demonstration agent was hostess and the girls kept house on a coöperative basis, thus reducing the cost of living very materially. Five girls, who would otherwise have been obliged to leave school, were enabled to complete their course, while a number of others were helped, not only to continue at school, but also in standards of living by life in the house. After two years of experience the county supplied transportation to and from school so that the need for the clubhouse ceased. The work has been continued, however, by the Big Sister Fund, whereby money is loaned to girls to enable them to continue their education and when returned, is loaned again. The Saginaw (Michigan) Branch has from time to time had

appeals from high-school girls who could not without aid finish their high-school course and were given the needed assistance at the right moment. The same policy has been followed by the branch at Shenandoah, Iowa.

Many other branches interest themselves in high-school girls, oftentimes by entertaining girls about to graduate from the high school. The Amarillo (Texas) Branch formed in the high school a Junior University Club by which girls were stimulated to better scholarship and to a greater interest in continuing their education. The Birmingham (Michigan) Branch has a college information bureau for junior and senior high-school girls. A tea is given for girls and their mothers at which a talk on higher education is made and arrangements for personal conferences with girls and their mothers are provided. The branch has also a small library on higher education for girls and keeps a file of college catalogues for reference. Kenosha, Wisconsin, has a similar plan. The Lincoln County (Maine) Branch, centered at Damariscotta Mills, endeavors to interest girls as soon as they enter high school in the possibility of a college course, 'so that they will take the college preparatory courses and not regret later on that they did not prepare in time.' The Billings (Montana) Branch has paid part of the expenses of delegates to the state high-school girls' conferences, thus enlarging the contacts of the local school. The Kansas City (Missouri) Branch gives an annual party to all girls going to college from public, parochial, or private schools. Some branches have worked for the establishing of courses specifically adapted to girls: for example, the Greenwich (Connecticut) Branch was largely influential in establishing both domestic science and physical training in the Greenwich public schools, and thousands of miles away the Missoula (Montana) Branch worked twenty years ago to get departments of domestic science in both high school and state university. In Norfolk, Virginia, an annual college-day program for local high-school girls has been a feature of the

branch work. Dramatic sketches showing scenes from college life, a talk on 'Why Go to College?' by an outstanding speaker from a near-by college, and in 1928, through the coöperation of a moving-picture theater, films furnished by the colleges were shown for a week.

Prizes are often offered to high-school girls. Kansas City, Missouri, has for a number of years made an annual gift of books to the senior girl in each of the city high schools who has the highest standing in her academic work. The Middlebury (Vermont) Branch offers every year a prize to the boy or girl in the sophomore class of the local high school who has shown the greatest improvement over the work of the freshman year. Every June the Central Pennsylvania Branch presents a scholarship medal to the student in each class in the local high school who has the highest standing. Several Missouri high schools (Webb City, Neosho, Baxter Springs, and Joplin) offer each year a five-dollar prize to the best all-around girl in the graduating class. The Carthage (Missouri) Branch offers a prize for good citizenship. The branch at Wausau, Wisconsin, offers a scholarship every year to the outstanding girl in the senior class of the local high school, the award being made at the commencement exercises in June. The same plan is followed at Racine and Sheboygan, Wisconsin. In Tacoma, Washington, the branch has for many years made an annual award to the senior girl of each of the city senior high schools who on recommendation of a faculty committee is recognized as outstanding in scholarship, student activities, and womanliness. In 1927-28, the College Women's Club (which is the A.A.U.W.) in Rochester, Minnesota, purchased a silver cup to be presented annually to a girl in the senior class of the Rochester High School who best displayed qualities of character, leadership, and fine scholarship. In Sapulpa, Oklahoma, the most outstanding activity of the branch, 'as it has affected the community, has been the founding and continuation of our annual honor prize of one hundred dollars to a high-

school girl senior to be used for work in an accredited college or university.' In preparation for the award of this prize, the branch gives an annual tea for all girls in the high-school senior class, not only making a pleasant social affair but also giving an opportunity for an explanation of the purpose and requirements of the honor prize. Following this explanation, the members of the branch give personal interviews to the girls present at the tea and 'have thus set a precedent to which the girls look forward from the moment they enter the high school.' The Rhode Island branch of the A.A.U.W. centered in Providence, Rhode Island, has had thirty-six years of history. Beginning with the purpose of assisting the president of Brown University to secure adequate facilities for the education of women in that institution, the branch assisted not only in the building of Pembroke Hall, the first building of the women's college of Brown University, but in maintaining for some time a scholarship for a Rhode Island girl studying in that institution. For many years the high-school girl graduates of the State with their mothers were entertained annually at Pembroke Hall, where after an address of welcome the college girls acting as ushers showed their guests about the buildings and gave them a glimpse of student athletics and recreation. Another phase of the same work was the placing of college catalogues in every high school in the State, and for a few years the offering of a fifteen-dollar prize to that high-school girl who should write the best essay on the subject, 'Why Go to College?'

Turning now to work for girls in industry, the branch in Milwaukee, Wisconsin, in 1913 established 'The Girls' Club,' a club and home for girls earning small salaries. The original amount raised was \$5000. A house was rented and occupied for seven years. In 1920, the branch raised \$7500 toward the purchase of a larger house which after a few years became self supporting. The branch has been most fortunate in having the girls' club sponsored through all these years by two members of the branch, Gertrude Ross and

Caroline Murphy, with a committee who work with them, all of whom are elected by the branch from its own membership. The value of this property, which is free from debt, is now \$38,567.47.¹

Within the last ten years a movement has arisen, in which Bryn Mawr College was a pioneer, for maintaining summer schools whose membership should come from girls in industry. The Bryn Mawr alumnae were naturally among the earliest to be interested in the project which has, however, spread to other similar schools which have since been established, notably that at the University of Wisconsin. The Kansas City (Missouri) Branch gave a \$100 scholarship to help a young woman attend the Bryn Mawr school. The Rhode Island Branch in 1922 gave a twenty-five-dollar scholarship for the same purpose as did the Minneapolis, Montclair, St. Paul, and Tacoma Branches. The Milwaukee Branch gives an annual scholarship of \$125 to enable a young woman to attend the summer school of industry at the University of Wisconsin. The Pittsburgh (Pennsylvania) Branch has since 1926 contributed \$200 annually to the Bryn Mawr summer school scholarship fund. The branch at High Point (North Carolina), as well as the branches at Rochester (New York), and Kalamazoo (Michigan), Superior (Wisconsin), and Seattle (Washington) enumerate these scholarships as among the regular activities of their branch.

The branch in Bennington, Vermont, began its coöperation with the Vermont 'Better Schools Association' in 1923-24. In the fall of that year the branch entertained the rural teachers of the county. Three years later, the branch presented pictures to two rural schools which had won prizes for the greatest improvement during the year. In 1928, the branch raised money for assisting to restore a rural school which had been swept away by the flood of that year. Inas-

¹ In addition to this girls' club the Milwaukee Branch owns its own college women's club valued at nearly \$125,000 and has a scholarship fund of more than \$6000.

much as when the fund was raised the need no longer existed, the money was transferred to the scholarship fund of the branch. Chadron, Nebraska, four years ago began the donation of magazines to rural schools and also bought and filled emergency kits for first aid which were sent to all the rural schools in the county. The Conway (Arkansas) Branch in 1926-27, by putting on a program in the rural school fifteen miles from Conway, aided the formation of a school library to the amount of more than forty dollars. The branch in Hot Springs, Arkansas, paid expenses for two high-school girls in order that they might prepare for teaching in rural schools and were especially commended by the county superintendent of schools for their effective coöperation so concretely expressed. In Virginia, the branch at Petersburg reported in 1928 that its particular program was sponsoring a movement for rural libraries. In Texas the branch in Georgetown felt its most vital project was 'to establish a point of contact between the rural women of Williamson County and the Georgetown women to aid the county superintendent in creating favorable sentiment for the county unit plan of rural schools.'

The work for young women attending colleges and universities has been one of the most appealing for many branches. This need has in some cases led to the formation of a branch, while in other cases it has been one of its continuing interests and has often held a branch together when otherwise the need for its existence in the community might not have been clear. For instance, the Connecticut Branch in New Haven was formed first to secure dormitory facilities and social opportunities for the young women just admitted to the graduate school of Yale University. The Boston Branch records a most valuable piece of work done a few years ago by the Housing Committee of the branch under the chairmanship of Mrs. Percy Bolster, in investigating and endeavoring to safeguard living conditions for women students in the city. The branch at Ann Arbor, Michigan, has always

stood back of the need for dormitories, physical education facilities, and social centers for the young women of the university, contributing to the Michigan League Building, which was opened in 1929, more than \$7200. The Battle Creek Branch worked also for the Michigan League building as did the branch at Jackson, which paid \$200 to the fund. The Huron and Vermillion (South Dakota) and the Eugene (Oregon) Branches report work for similar projects, while the branches in Madison and Superior, Wisconsin, have assisted in the coöperative houses at the University of Wisconsin, where young women reduce materially the expenses of their college course and may live. The College Women's Club of New Brunswick, New Jersey (a branch of the A.A.U.W.), gave ten years ago a gift of more than \$500 to the New Jersey College for Women, thereby becoming one of the founders of the college, while another gift of \$500 has been since given in memory of Helen Searle, who was largely instrumental in founding the branch. This second gift was the nucleus of the 'alumnæ-student aid fund,' which has proved to be of great value to the college. The Connecticut Branches were instrumental in helping the Connecticut College for Women in its early days, both by money and by moral support. The branch in Lincoln, Nebraska, was instrumental in securing a dean of women for the University of Nebraska many years ago and has at different times labored for a better status for women members of the faculty of the university. Further effort on behalf of dormitories for women led to the purchase of sites for such buildings during the ten years, 1916-26. Since most state universities do not provide dormitories for graduate women the College Women's Club conducted by the branch in Madison, Wisconsin, gives preference in assigning rooms to graduate students in the University of Wisconsin who become temporary members of club and branch by a fee of only five dollars a year. The Chicago Branch has carried on a unique work, wholly in accord with the original purpose of the Association

of Collegiate Alumnæ, in giving financial aid to women who were candidates for the degree of Doctor of Philosophy and who were through lack of funds unable to complete the necessary research.

Student loan funds are a project of so many branches that it is impossible to cite them all. Ponca City, Oklahoma, a branch organized only in 1922, has already assisted ten girls in college by a loan fund which in 1929 amounted to \$1700. The branch at Fresno, California, has an excellent system of loaning money, as has the Illinois-Iowa Branch at Davenport, Moline, and Rock Island. The branch in Norfolk, Virginia, had in 1929 a loan fund of \$1500 which was loaned to college girls who by their high-school or college work had proved themselves of superior ability and fine character. In the seven years before 1929, the club had aided twelve girls, one of whom went to a state teachers' college, another to a local business school, where through her course in stenography she was able to meet her own college expenses, and still another was reported as making a fine record as a student at the College of William and Mary. The branch at Sioux City, Iowa, gives an annual Christmas tea for the undergraduate girls at home from the various colleges for the holidays, with the result that the branch is tremendously stimulated by meeting these eager and enthusiastic young college women. The Stanislaus (California) Branch finds homes and work for junior college girls in Modesto who need such assistance. The branch in Milwaukee has for many years maintained a scholarship given in a competitive examination to a girl who makes the best record, and in one case at least was given her tuition in an eastern college for her four-year course. The branch at Little Rock has obtained guarantees of \$1000 a year for ten years to furnish scholarships for girls going to Eastern colleges as well as \$400 a year for a scholarship to be used in the State of Arkansas. In addition to these funds, one member of the branch was instrumental in obtaining a gift of \$600 a year

for four years for scholarships to be awarded to college students of advanced standing in Wellesley, Smith, and Randolph-Macon Colleges. The branch in Montclair, New Jersey, which affiliated with the A.A.U.W. in 1928 secured from two members in the following year \$600 to make possible a year's study at Grenoble University in France 'for one of our most gifted college girls, a junior at Smith who in a competitive examination won the honor of being a member of a group of juniors who should spend the year 1928-29 in study at Grenoble.' A member of this branch also gave aid over a period of four years (\$1000 in all) to a student in the New Jersey College for Women, while the branch in Mountain Lakes, New Jersey, gave in 1928-29 two scholarships for use at the same college. The branch in Oklahoma City, Oklahoma, in the first year of its existence, 1921-22, sent three girls to the State University of Oklahoma, the second year six girls, the third year six girls, and in the fourth year aided ten girls who were allowed to choose their own colleges. In 1929, the branch still had their ten girls in college, either in the State University, in the Agricultural College at Stillwater, or in the Oklahoma College for Women in Chickasha. The branch in Ripon, Wisconsin, began in 1921 the raising of the Mary C. Harwood Memorial Scholarship Fund of \$2000 to be loaned in sums of \$100 to promising senior girls in Ripon College. In 1928, a second scholarship fund of \$3000, honoring Mrs. Clarissa Tucker Tracy, was inaugurated to be administered in gifts of \$150 to local high-school girls for the purpose of paying their tuition during their freshman year at Ripon College. The St. Louis Branch has throughout the years supported about \$2000 annually in scholarships. The branch has a record of 149 scholarships given to the amount of \$30,202, and 76 loans made to the amount of \$12,286.50, a total of loans and scholarships in its thirty years' history of \$42,488.50! The branch at Joplin, Missouri, was in 1929 aiding one girl at the University of Arkansas and another at the Kansas State

Agricultural College. The branch had also aided by loans and other assistance the entire college course of one girl at the University of Missouri. In the years 1923-29, this branch had loaned money to six students, three of whom had already paid back the loans in full. Literally thousands of dollars, probably about \$25,000 a year, is given by the branches of the A.A.U.W. to college and university students to help them in their work. The branches report that their scholarship and loan fund work is one of their outstanding achievements and a permanent interest.

The work for foreign students, who come from all corners of the world to enjoy the advantages of American study, is not a new project, although the last ten years have given it an added impetus. For example, the branch in Indianapolis, in a report to the Association of Collegiate Alumnae in 1917, outlined its project for bringing a young girl from South America to give her a four years' course in a North American college. The branch hoped 'to contribute its share toward a better understanding and closer sympathy between the Republics of North and South America by this project.' The Omaha Branch in 1918 gave \$25 for a Latin-American scholarship. When the young women from France came as students from 1918-20 to colleges in the United States, many branches assisted these young women in adjusting themselves to conditions here. The North Dakota Branch (in Grand Forks) raised funds for two French women students to spend their junior and senior years at the University of North Dakota. The funds raised were sufficient to pay all the expenses of these young women, who obtained their bachelor's degrees and have to-day positions of responsibility in American colleges. The branch in Northfield, Minnesota, gave each year, from 1918 to 1920, \$300 as a scholarship to a French girl who was a student at Carleton College. The branch at Vermillion, South Dakota, provided scholarships for two French students in 1920-21. The branch at Iowa City, Iowa, has for a number of years coöperated with the

University of Iowa Young Women's Christian Association and with the University itself 'to give students from other countries a more comfortable social position.' Individual members of the branches in Ann Arbor, Michigan, and Madison, Wisconsin, have made the same effort as have the branches in Pittsburgh, Pennsylvania, and Lansing, Michigan. The Philadelphia Branch has had 'an especial concern for the care of foreign students who come to study in the colleges in and around Philadelphia.' The branch at Pullman, Washington, coöperates with the State College in entertaining the Cosmopolitan Club composed of students from other lands. Mrs. E. R. Vanderslice, a member of the Lansing (Michigan) Branch, in 1922, on her own initiative arranged for the entertainment in homes of the city during the holiday vacation all the foreign students in the Michigan Agricultural College. The following year, Mrs. Vanderslice persuaded the local branch to take over this work and as state chairman of international relations for the A.A.U.W., the idea soon spread to other cities in Michigan. With the coöperation of the Lansing Chamber of Commerce, foreign students are also entertained in Lansing in the spring, when they are taken on a special trip of inspection to the chief industrial plants of the city, and social gatherings are arranged for their pleasure. About two hundred young men and women from other lands attending various Michigan colleges have thus enjoyed the hospitality of the Lansing Branch, 'exclusive of the members of the Cosmopolitan Club of the Michigan State College who have always shared in these meetings.' The historian of the branch writes, 'We feel that this is one definite way in which we can give foreigners a better understanding of American home life and ideals and to secure for ourselves a more sympathetic knowledge of the people of other lands.' The branch in Ames, Iowa, which was established in 1918, has each year since its organization made itself responsible for a share of all expenses (board, room, fees, and books) of at least one foreign

woman. Besides meeting such expenses, the branch assumes personal interest in the holder of the scholarship, taking care of her through holidays, advising and helping out in the matters of personal necessity, small gifts and entertainment. The list of over ten young women thus aided by this branch ranges from a graduate student who went as a chemist to the Pasteur Institute in Paris, to a graduate student in agriculture who assisted in reclamation work in France until her marriage. Another of the branch's protégées studied mechanical engineering and went into drafting work in an aviation factory just outside of Paris until her marriage. Still another graduate of a New Zealand college studied home economics and chemistry at Ames and went to the faculty of the University of Washington in Seattle, while another is now dietitian in a hospital in Warsaw, Poland. Yet another, who had been secretary to Dr. Alice Mazaryk in Prague, after studying clothing and fabrics from the standpoint of hygiene, returned to her native country to make use of her studies in Red Cross work. Another student thus helped at Ames was from Esthonia. The branch in Spokane, the Rhode Island Branch at Providence, and the branch in Worcester, Massachusetts, also keep in especially close touch with students from foreign countries.

The branches of the Association sometimes interest themselves in new courses of study for college girls. The unique course in occupational therapy which is given at Milwaukee-Downer College was the result of several factors, one of which was the interest of the Milwaukee Branch in the handicapped people who through the branch's membership in the Council of Social Agencies came to their notice. The branch in Ithaca, New York, stood back of the movement to make the Department of Home Economics in the College of Agriculture, which is a part of Cornell University, develop into a College of Home Economics, with a dean at its head. A comparatively new field of work for high schools and colleges is that of vocational guidance. The problem of those

boys and girls who leave school too early has been remedied after a fashion by the compulsory education laws of the several States, which when enforced not only assist in the eradication of a child-labor problem, but also make necessary longer and better training for future wage-earners. The variety of occupations for which boys and girls can be trained is still thousand-fold, in spite of the tremendous development of machine manufacture. The tragedy of an ineffective life is often due to ignorance as to the possibilities for which one is fitted by nature and prepared by education. The branches of the A.A.U.W. have, therefore, sponsored both vocational guidance in high schools and colleges, and vocational conferences held as an introduction to vocational guidance or as a substitute for a better-organized program. The Omaha Branch has a particularly fine achievement to its credit. The Oklahoma City Branch through its vocational committee each spring assists senior girls in high school who are considering what their vocation after graduation shall be. The same program is followed by San Antonio and by Grand Forks, where the conference is open to both college and high-school girls. Pueblo, Colorado, has interested itself in the same project, as have La Crosse, Wisconsin, and Waterloo, Iowa. A pioneer in the work was the Ohio Valley Branch (now the Cincinnati Branch), which in 1913-14 began its interest in vocational guidance and published a bulletin on the subject in 1917. Columbus, Ohio, was another pioneer along the same lines. The branch in Great Falls, Montana, secured a department of vocational guidance in the high school through its influence with the school board. The Illinois-Iowa Branch sponsors a vocational guidance meeting annually at which senior girls of all the high schools in Moline, Rock Island, and Davenport are entertained, and a talk is given on some phase of vocational training. The State University of Oklahoma began its vocational conferences through the local branch, as was the case at the University of Wisconsin, where Katherine S.

Alvord,¹ working through the Madison Branch of A.C.A., and, through the University Y.W.C.A., provided in 1912 the first conference at the University. The branch in Northfield, Minnesota, has sponsored a vocational conference for both college and high-school girls, as have the branches in Orono, Maine, and in Waukesha, Wisconsin.

Perhaps the outstanding piece of work in this field belongs to the branch in Chicago, Illinois, where the local branch, through its work in juvenile vocational guidance, was responsible for a committee of the national association. In January, 1911, the Chicago Branch furnished a delegate to the Juvenile Protective Association. In April of that year, three clubs, the A.C.A., the Women's City Club, and the Chicago Women's Club gave seventy-five dollars each for the employment of a trained investigator to discover just what opportunities were offered to boys and girls of fourteen in the down-town district of Chicago. Ella A. Moore, vice-president of the Vocational Supervision League of Chicago, furnished for the *Journal* of the A.C.A. in June of 1917, a detailed report of the work which had just been taken over by the city board of education. Following Mrs. Moore's report there was appointed by the National A.C.A. a committee on juvenile vocational supervision of which Mrs. Moore was made chairman.² Although this committee, owing to the close of the war and the rise of vocational guidance throughout the country, made no outstanding report, nevertheless the Chicago Branch itself has aided in carrying on the work to the present time through scholarships and in other ways.

Another thing that many branches do, when they are located in cities or towns where there is a college or university, is that of interesting senior girls in the work of the A.A.U.W. This is done sometimes by means of a tea or

¹ Since 1915 Dean of Women at DePauw University.

² Mrs. Moore died in 1924, whereupon the work she inaugurated fell to the lot of others, notably Katharine P. Pomeroy.

other social gathering given by the branch or by the presence of a representative of the branch at a senior supper or banquet. The national headquarters in Washington provides literature for such a presentation and the seniors are thus made aware of the opportunity of which they may avail themselves in connection with their first teaching positions.

Nor is it entirely with schools, school children, high-school girls, girls in industry, and college and university students that the branches concern themselves. The teachers in the public schools find the branches of the Association one of their greatest aids to adjustment in a new position and to friendships and intellectual interests outside of their work. The branch in Whittier, California, each year has a buffet supper with a program following to which all the teachers in the city are invited — those in the college, in the public schools, and in the state school for boys. The branch at Pipestone, Minnesota, gives an annual reception to the teachers in the public schools as do many other branches. The Sequoia Branch of Visalia, California, meets the new teachers in the fall and through its Housing Committee helps them to find places to live. The branch in Conway, Arkansas, assumed responsibility of petitions which the branch circulated in Conway and adjoining rural districts whereby the Conway district could be an enlarged special district with more money and the possibility of becoming an 'A' grade high school. The Kansas City (Missouri) Branch assists teachers by means of scholarships in order that they may take summer school courses. The branch in Little Rock, in January, 1924, obtained subscriptions of \$1000 to send to the Sorbonne for the study of French an outstanding high-school teacher — Myrtle Charles, who became in 1929 president of the Arkansas State Division of the A.A.U.W. Miss Charles returned in June of 1925 with her Sorbonne degree.

The problem of teachers' salaries is one that has interested

a number of branches. For instance, the Seattle Branch in 1917-18 championed the cause of the women teachers of their city in a demand for equal pay with men for equal services, after the school board had discriminated against women in granting to men a salary increase of twenty-five dollars a month. The branch in Birmingham, Michigan, by a petition was able to get the teachers' salaries of that city raised, and the branch in Buffalo, New York, is working to-day on the same problem for the teachers in the public schools and in the state normal schools. The branch at Kenosha, Wisconsin, has a particular piece of work to its credit. A few years ago the school board proposed a discrimination against married women as teachers in the public schools. The Kenosha Branch 'sprang to arms,' and after a conference with the city attorney in which it was proposed to have a ruling from the attorney-general of the State of Wisconsin with regard to the application of the 'Equal Rights Law' to this local situation, the school board quietly withdrew the form of contract it had proposed. So varied has the work of the branch at Olympia (Washington) been for the teachers and the schools that the superintendent of the city schools, in 1927, said, 'This is the first time any organization in this city has come forth to help the schools earn money for their needs.' The branch regards as one of its two greatest achievements the coöperation 'effectively with that greatest of public services, the schools, so as to assist them in earning an extremely liberal and unusual increase in their own funds.'

Closely allied to such material aid for teachers, for students, and for the schools themselves is such a project as a state elementary education conference which the branch in Kalamazoo sponsored in that city. The program was arranged by the superintendent and supervisors of the Kalamazoo public schools, and although the conference was attended by a comparatively small group of women from outside the city, nevertheless the program was so

instructive and constructive that its influence was immediately felt in other parts of the State in a renewed and more intelligent interest in the problems of the elementary schools.

The branches sometimes undertake research projects. Long ago the Washington Branch carried through a piece of research on the economic efficiency of college women. The San Francisco Branch made an extraordinary survey of the city schools which led to striking changes in the administration and conduct of the school system of that city. The branch at St. Louis, Missouri, made a survey of the city charities and a second survey of the educational needs of the city. The relation of the Milwaukee Branch to research in the city philanthropies has already been mentioned. The branch in Pullman, Washington, is at present making a state-wide survey of women with advanced degrees. In Tulsa the branch made a street-trades survey of the city, in which they were aided by the Children's Bureau at Washington. As a result the legislative committee of the Tulsa Branch was, in 1928, working for an ordinance regulating the age and hours of work of newsboys. The Brattleboro (Vermont) Branch made a survey of living conditions of high-school girls who were working for their board. The Hibbing (Minnesota) Branch did a piece of research on reasons why high-school girls leave school before completing their course. This branch was stimulated to this survey by the fact that 'we have a very special problem due to the large percentage of children of foreign parentage and also because so many of the mines close in winter, throwing the miners out of work.' A committee of the Los Angeles Branch is working at present on a survey in order to better serve their Mexican fellow citizens. The branch at Missoula, Montana, organized, in 1909, through the efforts of Caroline Cushing Duniway, a former member of the California Branch and a later Sectional Director of the Northwest Central Section, began at the outset a study of child labor

conditions in Montana and followed up the problem with research on state laws pertaining to health of children, the problem of epileptics in the State, and the conditions at the state penal and charitable institutions. The branch at Ames, Iowa, made a local study of the relationship between salary and qualifications of the teachers in the public schools of the city. All Kansas branches have coöperated in a survey of rural schools, as have the branches in Texas, the branches in Oklahoma, and the branches in Vermont. Ten years ago, Mrs. Maurice Deutsch with a committee made a survey of the opportunities for women in educational work in the State of Nebraska. As a result of that report, the women members of the faculty of the University of Nebraska were put on a more nearly equal footing with men. This short survey does not exhaust by any means the research projects of the branches, but is merely a list of some of the principal ones.

A number of branches maintain clubhouses and from the centers which these buildings provide radiate the varied work of the branches. The club and headquarters in Washington, D.C., could not have been inaugurated when they were had it not been for the interest, the time, the money, and the devotion of the Washington Branch. This branch is organized as the National Club, under which name it operates the clubhouse for the A.A.U.W. It rents the first two floors and a portion of the third floor for club purposes and manages the rental of the bedrooms for the national association. The Philadelphia Branch and the College Club long existed side by side, but have now united forces and thus the Philadelphia Branch has a clubhouse, comfortable and most useful, not only for its members, but for the distinguished guests whose names made their guest book a very significant one. The University Women's Club of Los Angeles is the local branch of the Association. The clubhouse is enriched by two libraries, one a sociological collection, the other a small memorial library which is the gift

of Nora Hussey, and is a sort of 'browsing-room' in addition to the regular library. In 1928, a fine loan collection of books of general literature, which had been a part of the library of a member, Isabella Worth Harper, was added to the already unusual resources of the Los Angeles Club's library. The Milwaukee Branch maintains a college club with a separate dormitory in which at an unusually low price young college women who are working in Milwaukee can live. The College Women's Club of Madison, Wisconsin, is an historical house in the city, where graduate students and teachers find a home and the members of the branch and their friends a recreational center. The Minneapolis Branch has its College Women's Club, as have St. Louis, the East Bay Branch (on San Francisco Bay), and Baltimore. College clubs in other cities like those in Boston, Chicago, and Cleveland are not branches of the A.A.U.W., but have grown up alongside the branch, often largely for social reasons. It is hoped that before many years have elapsed all of the college clubs in the country may be branches of the Association. The Association has national and international contacts which college clubs as such do not have, and it would be to the advantage of both the college clubs and the branches if the work of the two could in these cities be united.

Growing out of, and sometimes in connection with, the clubhouses have come the intercollegiate bureaus of occupations which are discussed elsewhere.¹ But it may not be amiss here to remind the reader that the Intercollegiate Bureau of Occupations in Chicago was begun by the Chicago Branch; that the one in Philadelphia was a child of the Philadelphia Branch and College Club; that the interest of the Los Angeles Branch through its president, Mary Putnam, led to the development of the Vocational Bureau which was later taken over by a similar agency. The Omaha Branch operated a woman's industrial ex-

¹ See Chapter XVII.

change, which was taken over a number of years ago by the women's clubs of the city. The Denver Bureau, the Kansas City Bureau, and others were begun either by a branch of the A.C.A. or some member of the branch.

Financial statements which the branches of the A.C.A. and A.A.U.W. have been able throughout the years to make, show receipts and expenditures of hundreds of thousands of dollars. The older branches enumerate among their early gifts those to the Woman's Table of the Zoölogical Station in Naples, Italy. Many of the early branches supported this project, notably those in Rhode Island, Boston, and Pittsburgh. Many branches made gifts to the Alice Freeman Palmer Memorial Fellowship. There is a long list of contributors to the Mme. Curie Fund which the A.A.U.W. assisted in raising ten years ago. Gifts to foreign students, to Oriental colleges, to Crosby Hall, to the University of Louvain, to Kobe College in Japan, for the support of French and Belgian orphans, for Near East relief, for the categories of war enterprises — all these find their place in financial statements, long or short, of the branches of the Association. Besides are the great gifts for scholarships and loan funds mounting into hundreds of thousands of dollars. The branches which maintain clubhouses have the largest amount of invested funds. The Milwaukee Branch, with its clubhouse and its girls' club and its invested funds, has a total of at least a quarter of a million in investments and buildings. The St. Louis and Minnesota Branches estimate that they have about \$25,000 invested in their clubhouses, with scholarship and loan funds outside of these property-holdings. The question rises in one's mind, 'How is all this money raised?' The answer is, 'In every way that human ingenuity can devise.' The methods range all the way from individual gifts to sponsoring plays and lectures, providing luncheons for alumni associations, holding art exhibits or displays of historical relics and antiques, giving dancing-parties and card-parties, arranging 'rummage' sales, food

sales, sales of everything under the sun, giving bridge lessons, taking over the dining-room of a hotel, or a store or a theater for a day, and sharing in the proceeds. These are a few of the ways in which the money has been raised.

One cannot leave the subject of finance without a mention of the sums of money which the San Francisco Bay Branch raised in its forty-four years of existence. All records of the branch from 1886 to 1906 were destroyed by the San Francisco fire, but since that time a few items are significant. For the school survey undertaken in 1913-15, the Educational Committee raised from its own funds \$1300 for the preliminary survey by the branch committee itself and \$8500 to finance the complete survey made by the United States Department of Education. The San Francisco Chamber of Commerce contributed \$1500 toward the \$8500 fund, but the balance of the contribution was raised in sums from fifty cents to \$100. In 1919 and 1921, in the two campaigns necessary to secure the charter amendment for reorganizing the school board of the city, the committee of the branch again raised sums of approximately \$5000 and \$4000 each. The branch itself made one contribution of \$100, and its members contributed almost to a member. The work of the Baby Hygiene Committee calling for a budget of \$5000 annually is now entirely financed by the San Francisco Community Chest, but the work at the beginning was financed by the branch. The branch has, moreover, invested funds of \$3000. To the San Francisco Branch the national association owes in a way one of its greatest debts, for Marion Kinney Brookings as chairman of the Washington Fund and a life member of the San Francisco Branch, was the person who did most to raise the money for the Washington headquarters in the campaign which closed successfully in 1927.

Through Margaret Blaine, for some years its president, the Boston Branch did an outstanding piece of work in the raising of a large sum of money in aid of Crosby Hall, the

proposed hall of residence for university women coming to London for advanced study or research. The American Association of University Women had voted to raise one thousand pounds to endow a room in the Hall. Miss Blaine was appointed chairman of the American Crosby Hall Committee. The project came at a time when the branches of the Association of University Women were making every effort to raise the funds needed for the Washington headquarters. Miss Blaine and her committee could therefore appeal to the members only to a limited extent. They secured a distinguished honorary committee, headed by Mrs. Calvin Coolidge, which, through educational, historical, antiquarian, or international interests, would be sympathetic in the cause. Through a working committee located in different parts of the country, letters were addressed to the presidents and deans of all colleges in the Association, requesting that the matter be brought to the attention of the undergraduates, to the presidents of *alumnæ* organizations, and to individuals to whom such an object might well appeal. So successful was this work that the sum desired was raised by the spring of 1924, and forwarded to England; while a second contribution followed in July, 1927, in time for the formal opening of Crosby Hall. The two sums aggregated \$10,000, endowing two rooms instead of one.

And who are the members of the branches? They are the women represented on boards of regents of universities, boards of trustees of colleges, church boards, library boards, boards of education, boards of Young Women's Christian Associations, boards of all sorts of clubs, art galleries, and other civic enterprises. They are the women who are patronesses for lectures, musical entertainments of all sorts, lectures of every kind, and all worth-while intellectual and artistic entertainments in their cities or towns. They are the women who coöperate with other organizations, losing themselves in work which others sometimes direct. They are the women whose names appear in 'Who's Who' as professors

and administrators in colleges, universities, state teachers' colleges, normal schools, and high schools. They are women whose names appear in 'Who's Who in Science,' in lists of authors of literature and poetry. Their names will be found in lists of new books or in tables of contents of magazines. They are the mothers of the little children who will be the next generation of college students, but whose interest at the present moment is primarily in home and family. So one might enumerate by thousands women of position and distinction who in one way or another have furthered the work of the branches and of the national association. A few branches have honorary members. Salt Lake City has as the only honorary member of its branch Mrs. Lucius Endicott Hall, graduate of the class of 1869 at Mount Holyoke, whose mother entered Mount Holyoke in 1837. Poughkeepsie has Dorothy Canfield Fisher as an honorary member. Pittsburgh has Mrs. William Reid Thompson as honorary president of the branch, while there are other branches who have honorary members because of the positions which at the moment these women or their husbands hold, such, for example, as the wife of the governor of the State or the wife of the president of a college or university. The wife of the President of the United States, Mrs. Herbert Hoover, is claimed as a member by both the San Francisco Bay Branch and the branch in Washington, D.C. The Boston Branch has had an extraordinary membership. It has supplied to the Association seven presidents, the first, Jane Field Bashford; the second, Florence M. Cushing; the third, Alice E. Freeman Palmer; and Marion Talbot,¹ Alice Upton Pearmain, Martha Foote Crow, and Caroline L. Humphrey. Closely associated with it have been two more, Ada L. Comstock and Mary E. Woolley. The San Francisco Bay Branch has furnished three presidents of the Association — May Treat Morrison, Lois Kimball Mathews (Rosen-

¹ Miss Talbot was a member of the Chicago Branch when she became president.

berry),¹ and Aurelia Henry Reinhardt. One of the cherished privileges which new members coming into a branch often hold dearest is that of meeting in such friendly fashion the distinguished women of the community who by virtue of their college education have not only achieved great things, but have kept a sympathy with young college women which is of the choicest and rarest quality.

Of the war work of the branches mention has been made elsewhere.² It may have occurred to the reader of these chapters that much of the work which the branches do might be done by other organizations. To that statement the members of the branches make reply that the educated woman should, by virtue of her opportunities and her advantages, be better fitted to give an objective, unprejudiced point of view and thus a more far-reaching program of work than her sister not so fortunately circumstanced. The branches are a part of the life of their community and the testimony everywhere is to the effect that the branches furnish, not only to their own organization, but through overlapping membership in other organizations, some of the greatest leadership which the local communities, the States, and the Nation have had, have now, or will perhaps ever have.

¹ Mrs. Rosenberry has been a member of the Madison (Wisconsin) Branch, 1911-31, but was a member of the San Francisco Branch, 1903-04.

² See Chapter XVIII.

CHAPTER XXVII

BRANCHES OUTSIDE THE UNITED STATES

MANILA

THE first branch organized far away from the center of the Association's activities was formed in the Philippine Islands on October 17, 1912. Mrs. James A. Robertson, wife of the Director of the Philippine library, called the college women of Manila together to consider the organization of some sort of college club. Mrs. Robertson presented the conditions necessary for membership, the lines of work carried on by various branches in the United States, and offered suggestions as to possible undertakings for Manila itself. Mrs. Robertson's presentation was so convincing that the Manila Branch of the Association of Collegiate Alumnae was organized at once and has been in existence ever since.

One of the special projects which the branch has carried out has been the organization of a Little Theater. From the acquisition of a large Spanish residence there developed the organization 'The Community Players,' which gives some of the best modern plays in a community where first-rate productions would otherwise be impossible. Mrs. John W. Osborne, in coöperation with the Little Theater Board, arranged for the donation of a library and reading-room for American and European children. The establishment of a scholarship fund to assist an American girl to complete her college education has been the work of the Scholarship Committee, thus providing for any American girl living in or near Manila if she has a fine scholastic record and a fine character the possibility of graduating from college in the United States. Already two young women who were recipients of these scholarships have been graduated with honors.

During the World War, the Manila Branch adopted

several French orphans, 'rolled bandages, and helped the Red Cross in various ways, besides giving their support as a club with the other women's clubs of Manila to help in any war relief work in the city.' The branch also gave a party at the home of one of its members for sailors and soldiers then stationed in Manila or on the ships in the harbor, thereby arousing the interest of the people of the city in similar work.

As might be surmised, the Manila Branch has been able to give unusual intellectual stimulus to its members by the presence among them of people from all over the world traveling in the Orient. Moreover, there are many distinguished citizens of Manila itself who have traveled widely and have engaged in unusual activities. In reading over the list of the members of the Manila Branch, one becomes aware of the wide distribution of activities in which American women in Manila engage. Lois Stuart Osborne was connected with the Bureau of Education for many years during which time she was especially successful in building public school libraries, and is at present a professor in the College of Agriculture, University of the Philippines. Julia Hayes is principal of the Philippines School for the Deaf and Blind. Dr. Hawthorne Darby, the president of the Manila Branch from 1925-29, at the Mary Johnston Hospital, Tando, assisted in the birth of over a thousand babies. The work which Dr. Darby is doing for the crippled children of Manila and its vicinity is financed by the Masonic Lodge. Dr. Rebecca Parish founded the Mary Johnston Hospital and is at present its superintendent.

HONOLULU

The second branch across the seas was that of Honolulu, which, although established in 1905 as the Honolulu College Club, in 1917 became a branch of the A.C.A. Beginning with 1908, the College Club established a student loan fund, and in the twenty-one years ending in 1929 had loaned to

twenty-eight girls \$14,422, a large proportion of which had been repaid. In 1908, the Honolulu College Club began its interest in the anti-tuberculosis work which ultimately became so important as to be taken over by the Anti-Tuberculosis League. It was Dr. Francis R. Day who had been responsible for the College Club's interest in the work at its inception, and at his death the Club established a permanent memorial dedicated to his memory. This memorial took the form of a cottage built and furnished with a small endowment to be devoted annually to buying equipment to add to the comfort of the three patients and the nurse whom the cottage housed. To the College Club was due the preliminary examination in one or two of the public schools in order to show the legislature the imperative need of providing health supervision and medical inspection throughout the schools. The results were so convincing that the legislature voted a large appropriation for the purpose. Immediately after the Club became a branch of the A.C.A., it advocated a federal survey of the public schools. The legislature, because of the efforts thus begun, paved the way for the survey issued under the United States Department of the Interior as Bulletin No. 16. The results of this survey are apparent down to the present time, and in the program thus provided the Education Section of the Honolulu Branch has coöperated at every stage. In the Palama Settlement the Honolulu Branch has assisted in establishing free baby clinics and ultimately, after ten clinics had been established, gave the work over into other hands.

The Honolulu College Club maintains a book review section, a drama section, an international relations section, an educational section, and a travel section — all these in addition to its social work and its community service.

Among the members of the Honolulu College Club are writers, teachers, and community workers, a busy group who, nevertheless, find time to assist either as members or as chairmen of sixteen committees of the branch.

TOKYO

In 1918, Dr. Caroline E. Furness, of Vassar College, on sabbatical leave from her professorship of astronomy, made a visit to the Orient. The president of the Association of Collegiate Alumnae commissioned Dr. Furness to represent the Association in Japan with a view to the possible extension of work to that country. Upon her return, Dr. Furness reported that in January, 1919, the Tokyo Branch of the Association of Collegiate Alumnae was organized on the occasion of her visit to that city.¹ The group which met with Dr. Furness consisted of unmarried American women who were for the most part either missionaries or connected with the Young Women's Christian Association, or married women graduates whose husbands were in business connected with the American Embassy, or women teachers, with a few young American women who had arrived to work on Japanese newspapers. 'Everybody was busy at something, so that there was no leisure class such as we depend upon in America for carrying on the burden of such an organization,' wrote Dr. Furness. The Japanese women who met on that day were teachers in the Government schools or married Japanese women, almost all of whom had been sent to the United States by the various missionary bodies and on their return had become teachers in the schools from which they had been sent. Very few had obtained a degree, having spent only two or perhaps three years in college work. Moreover, Tokyo was broken up into small groups with little opportunity for intercourse between Japanese and American women. As a consequence, the task confronting the groups was an especially difficult one, and yet the stirring addresses of Miss Yasui, dean of the new Christian College for Women and of Mme. Ibuka, a graduate of Mount Holyoke, with that of Dr. Furness, were sufficient to determine those present to form a branch. The offices were divided equally among the Japanese and foreign

¹ See *Journal* of the A.C.A., January, 1920, pp. i-v.

members, with associate members accepted from the outset. Committees on education, scholarships, and social service were at once organized, the constitution of the Seattle Branch being used as the model for the Japanese Branch. In 1922, the president of the Japanese Branch, Bernice Gallup Tucker, wrote an account of the work of her organization for the Japanese *Advertiser* of January 26. Part of this article was published in the United States and gives a résumé of the work of these early years.¹

From 1922 to 1930, the branch has felt that these early committees were its most important feature, and, either as a small group or in coöperation with other groups, the branch thus contributes to the educational program of Japan. The Japanese Branch has been especially fortunate in its public meetings, to which non-members are free to come. Many of the people traveling in the Orient have been available as speakers, and the list of speakers and publications for 1929 was certainly a notable one. In the list of members of the Japanese Branch are Miss Ai Hoshino, president of Tsuda College; Miss Tano Jodai, professor at the Woman's University of Japan; Miss Michi Kawai, formerly general secretary of the National Y.W.C.A. of Japan, at present principal of Keisen Jogakuen; Mrs. Tomi Koda, Ph.D., professor at the Woman's University of Japan; Miss Michi Matsuda, head of the Girls' College of Doshisha University; Dr. Kameyo Sadakata, head of the Child Clinic at St. Luke's International Hospital; Mrs. Matsu Tsuji, president of the National Y.W.C.A. and chairman of the Japanese Women's Organization of International Relations; and Dr. Tetsu Yasui, president of the Woman's Christian College of Japan.²

When in February, 1927, a Japanese college student in the United States was sent as a delegate to the A.A.U.W. Convention of that year, the Tokyo Branch sent thirty yen to

¹ See *Journal* of the A.A.U.W., April, 1922, pp. 57-58.

² The branch did not in its history list its American members.

help to defray her traveling expenses as their representative. It is probably only a matter of a short time when this Japanese Branch will be the center of the Japanese Federation of University Women and the American Association of University Women will with mingled regret and joy see this daughter grow up and begin her independent career.

PEKING

The next branch in point of time was the Peking American College Women's Club in what is now Peiping, China.

An outgrowth of those Red Cross days in 1917-18 when the 'workroom' in the Standard Oil Company's hospitable compound was the daily rendezvous of American women from all over Peking, the branch included members from the American legation, from the various missions, from the China Medical Board, from the business community, from the ranks of writers, artists, educators, old residents and new that came, even to the latest tourist recruit.

Waiting for their weekly consignment of camel's wool one October morning in 1918, three Red Cross workers who chanced also to be college women — graduates of Beloit, Smith, and Mount Holyoke, respectively — discussed over their knitting the possibility of giving permanence, through the medium of a college women's club, to many congenial contacts thus made. Such a club would, as the constitution was to state, (1) bring together the American college women of Peking and vicinity for mutual benefit through social and intellectual activities and (2) develop a closer relationship between college women of whatever nationality and Chinese women contemplating study in America. The latter, it was felt, should be the special aim of the club. As the plans matured a canvass was made of all college women so far as known, with special emphasis on the returned Chinese student. All women graduates of an American college giving a bachelor's degree were to be admitted to active membership and all women who had done a year or more of work in such a college were to be eligible to associate membership. In addition, any Chinese woman who had completed a year's work in any American institution beyond a secondary school would be welcomed as an associate member. This did not mean that there were in Peking at the time no Chinese graduates of American women's colleges. It did mean that the club wanted to include as well the larger group of students who had spent a year or two in America, perhaps after graduating from Ginling or Yenching, and had taken special courses in nursing,

social service, medicine, kindergarten training, music, or household economics.

With the promise of temporary clubrooms on the premises of an American firm, and with an assured membership of fifty-seven, the new club was organized in February, 1919, at a luncheon held in the old Hotel de Peking. The first regular meeting was held on March 17th and bi-monthly thereafter until 1926, when the oft-arising problem of a meeting-place was happily settled and monthly gatherings in the Auditorium of the Peking Union Medical College inaugurated. From the maze of rather confused beginnings which aimed to please each one of the fifty-seven and included a class in Chinese cooking, hikes to the Western hills, sight-seeing trips, classes in Chinese art and Chinese history, plus fortnightly teas, the club emerged at the end of the second year, a trifle bewildered, to be sure, but with an increased membership — ten Chinese were on the list that year — and a more formal outlook on life!

The membership cards of the Peking Branch for the year 1928-29 showed sixty-four Americans, sixteen Chinese, and one Japanese member, besides eight members who because of their graduation from European universities were also eligible to belong to the Peking Branch. In a membership of one hundred and twenty in 1928-29, thirty-eight different colleges and universities were represented. Although the dues have been small, yet the income has covered the actual running expenses of the branch with its dues to the National Association. Through its garden party and dramatic performances it has met the annual obligations which it assumed in 1921 to maintain a scholarship fund for Chinese girls and assistance to the North China American School in Tunghsien and to the Peking American School. The Committee on Foreign Study for Chinese Women which began to function in 1922 has been allotted every year fifty dollars for performing a very valuable service in 'answering applications, collecting records and credentials and investigating records. In the five years from 1922 to 1927, seventy women students went to the United States entirely or partially through the help of this committee,' many of whom had in 1929 already returned to China. The historian of the Peking Branch says:

The club has its special problems. Its membership list registers changes more rapidly than a New England barometer. In the ten years of its existence, clubs innumerable have arisen to bring East and West together, and intellectual as well as social programs are in danger of overlapping. To differentiate the aims and activities of the Peking American College Women's Club under changing conditions is a nice problem and one which demands the thoughtful coöperation of all its members.

PARIS

Although it had only a brief existence, the branch in Paris, France, nevertheless deserves a word as a matter of record. Organized in 1922 by a group of American women, the branch met monthly until 1925, where at luncheons and teas social contacts were furthered and newcomers and strangers were brought into the circle of the older residents of Paris. During the three years there were in the group women 'from every State and representing almost every college or university, with a membership of from forty to fifty.' The opening of the American University Women's Club made the Paris Branch seem superfluous, especially since the house at 4 rue de Chevreuse was the center, not only for women from the United States, but for women from all countries as well as for the French Federation of University Women. With Reid Hall, as it is now called, and the American Women's Club of Paris, the field seemed fully occupied. As a consequence there is no longer a Paris Branch of the American Association of University Women, but here as elsewhere the American college and university women feel that they should help in the work of a federation in the country of their adoption, becoming guest members rather than to continue as a branch of the American Association.

TIENTSIN

The Tientsin (China) Branch of the American Association of University Women was formally organized on April 28, 1927. For fourteen or fifteen years preceding this organiza-

tion, American college women had met together at dinner, tea, or tiffin in order to keep up their social contacts and to know one another as 'strangers together in a strange land may well do.' A national officer of the Association who was a guest at one of these informal meetings gave the initial impulse to affiliate with the American Association and to bring about a more formal organization.

The American School which was opened in 1922 to prepare American children for entrance to American schools has been continuously in existence since that time, and is the especial ward of the Tientsin Branch. Mrs. Edward K. Lowry, president of the branch, writing in 1928, said:

Noticing in the *Journal* of the American Association of University Women that the organization in the United States is paying great attention to elementary education, we have decided to adopt the Tientsin American school as our special ward. There are in this city British, German, French, Japanese, and Russian schools besides large numbers of Chinese schools. None of these, however, fitted American children for entering American schools in the homeland. . . .

... We now number eighty-six pupils in actual attendance, though ninety-one have been enrolled during the autumn term. Of these sixty-five are American children, the others being Chinese, Russian, Japanese, and Armenian. The majority of these non-Americans hope eventually to pursue a higher education in America. Instead of one teacher we now have four full-time and fully qualified American teachers as well as teachers of kindergarten, French, Chinese, and physical drill.

The Tientsin Branch at the same time asked for gifts from friends in America — books for a school library, victrola records, museum specimens, and a projector for showing educational pictures.

Fully one half of the membership is made up of Chinese graduates of American colleges or universities.

SHANGHAI

In 1922, the Shanghai College Club transformed itself into the Shanghai Branch of the American Association of University Women. In asking for acceptance by the Ameri-

can Association, the branch made the interesting suggestion that there be created 'a Far Eastern Section' in addition to the sections in the United States. Such a project has never come to fruition, but it is possible that the three Chinese branches, those of Peiping, Tientsin, and Shanghai, may at a happier time become the nucleus of a Chinese Federation of University Women.

PORTO RICO

On February 12, 1924, the Woman's College Club of Porto Rico, an organization which had been in existence since 1922, moved unanimously to ask for affiliation with the American Association of University Women. Following the annual convention of that year, there was held on May 13 the first meeting of the Porto Rico Branch of the American Association of University Women. From the outset the Porto Rico Branch took 'advantage of its opportunities to observe and study Latin-American culture at first hand, not only through its programs, but in the following ways: on September 8, 1925, Spanish classes under a competent Porto Rican teacher were arranged for members of our branch, and these classes have been carried on continuously ever since. At the same meeting a sight-seeing trip around historic San Juan, our capital city, was announced. This was significant as being the first of a yearly series of trips sponsored by the branch, arranged by its Travel Committee, and usually conducted by Miss Grace Powers, one of our members. These trips have included not only the island of Porto Rico, but have been to such places as Martinique, the Virgin Islands, the Dominican Republic, and South America. The educational and pleasurable value of such travel is obvious.'

Since 1925 the Porto Rico Branch has annually presented a play as a feature of its activities. In 1926, the branch began its scholarship fund with one hundred and fifty dollars, to become the nucleus of the 'Bertha Lattimore Butte

Memorial Student Loan Fund' in memory of a past president of the branch. This memorial loan fund has as its purpose 'to encourage young women in their ambition for a college education. The loan fund of the Porto Rico Branch shall be used to aid young women who wish to continue their studies.' This loan fund of the Porto Rico Branch is elastic and not restricted to one girl each year. The chairman reports that 'as many may borrow from the fund as the amount on hand permits.' The sum usually raised, however, has been three hundred dollars. The total amount loaned since 1926 is fourteen hundred dollars, used for the benefit of six young women. The Porto Rico Branch made a contribution to the National Headquarters Fund as well as a first payment toward the Million Dollar Fellowship Fund.

MADRID

One branch on the continent of Europe is affiliated with the North Atlantic Section of the American Association of University Women, that in Madrid, Spain. While the history of the Madrid branch is significant, it is not long, and reads as follows:

In the spring of 1926, Miss Helen Phipps, who was in Madrid at the Residencia de Señoritas as American representative of the International Institute for Girls, and Mrs. J. Prescott Carter organized a club of American university women and in the autumn of 1926 it became a branch of the A.A.U.W.

The first president of the club when a branch of the A.A.U.W. was Mrs. Homero Seris (Herlinda Smithers de Seris); vice-president, Miss Helen Phipps; and secretary, Mrs. J. Prescott Carter.

Through the courtesy of Señorita Maria de Maeztu, directress of the Residencia de Señoritas and of the resident manager, our meetings have been at the Residencia and their hospitality has been a great help to the branch....

The American colony in Madrid is small and has very few university women, and the branch depends a great deal upon the members we have each year from the professors and teachers in Madrid temporarily. Therefore, our membership changes greatly each

year, and we feel it worth while to have the meetings where the American university women traveling or studying in Spain may meet socially those residing here.

We also are in touch with the sister Spanish organization, 'Juventud Universitaria Faminina,' and at our first meeting this year we entertained their executive committee and their president, Señorita Clara Campoamor, talked to us most interestingly of the International Congress.

During the first year we had sixteen national members and three associate members. At present time we have twelve national members, also four national members from other branches as local members and four associate members.

Miss Mary Sweeney is resident manager of the Residencia de Señoritas this year and very successfully promotes international fellowship among Spanish and Americans.

Last year a very helpful member was Miss Mary Louise Foster (A.B. Smith, Ph.D., Chicago), who had leave of absence as Professor of Chemistry at Smith, and came to Madrid to carry on and enlarge the work of the chemical laboratories founded by her some years ago for Spanish girls living in the Residencia and students at the University.

We have only a small fund on hand and we expect to add to this and with it assist the Spanish group in their contribution to the Million Dollar Fellowship Fund.

These branches outside the boundaries of the United States give an added interest to the national organization at the same time that the national association gives inspiration to these far-away members. In time these branches will, it is hoped, all become assimilated into the fabric of a national organization in the country in which their American members find themselves either permanently or temporarily in residence. The policy of the International Federation in urging the formation of national federations the world around is heartily seconded by the A.A.U.W. Not as a separate small group of nationals in a foreign country, but as internationally minded college women, sympathetic with their distant abode, does the A.A.U.W. conceive its membership resident in other lands.

CHAPTER XXVIII

A PROGRAM OF ADULT EDUCATION *

FROM the beginning of its history half a century ago, the American Association of University Women has been a great experiment in adult education. The pioneers who founded the Association had for the most part gone to college because of a tremendous urge to an intellectual life on a higher plane than had been possible to their mothers or their grandmothers. Moreover, these first members of the Association of Collegiate Alumnae had taken their college course seriously and felt an obligation to return to the community some meed of the idealism and power which their college course had stored up in them. As a consequence the Association was from the outset an experiment in the 'continuing education' about which college and university administrators are to-day so vitally concerned.

In asking three years ago for a speaker for the National Conference of Extension Divisions of the colleges and universities of the United States, the assistant director of the Extension Division of the University of Wisconsin said, 'I consider the American Association of University Women the outstanding organization in existence in this country in its intelligent and far-sighted plans for adult education.' He was referring to the study groups which the branches maintain and which are planned in the large at the headquarters of the Association in Washington.

But these study groups to which the speaker referred are no new thing in the American Association of University Women. In 1883, shortly after the establishment of the Association of Collegiate Alumnae, there began just the sort of program which is carried on by the branches to-day.

* See also chapters on 'The Committee on Educational Policies' and on 'The Committee on International Relations'; also consult the Index.

Two study groups were formed in Boston, one publishing in 1884 a sketch of what they were doing and sponsoring in 1887 a volume on Home Sanitation;¹ the other (formed in 1884) calling itself the Political Science Club. At a meeting held May 11, 1885, a report of the initial meeting and work of the latter group was given and a signal honor was paid it when by invitation one of its members spoke on the aims and methods of the club at the first meeting of the newly organized 'American Historical Association' held in Saratoga, New York, September 9, 1885.

No sooner were the branches of the Association organized than study groups appeared in all of them. There was evidently everywhere a strong feeling for the continuation of study after college. One of the early secretaries wrote: 'It is noticeable that each branch has dwelt with more or less detail upon social problems. The fact that in widely separated clubs the same thought has possessed them all seems to indicate not merely the spirit of the time, but a definite and important connection between the interests and responsibilities of college women and their work as exponents of some, at least, of such social questions. Should not the local work of alumnae, while contributing to general culture and temporary benefit, also be so organized that each club may contribute definite funds of information to the General Association, which differences in local interests and conditions will make invaluable for work in social and political sciences?'

This report was made in 1891. The following year the same officer reported 'in nearly all the branches we find more thorough, systematic work being done.' Sometimes the subject of study was sight-reading in Latin or in Greek, sometimes reading German plays, sometimes an intensive study of English literature, and in one case a study of one phase of the fine arts. Moreover, the branches began from their earliest day to coöperate with the national organiza-

¹ See Chapters II, IV, VII, XII, etc. Also see the Index.

tion, just as has been the case ever since. As a consequence each branch had early in its history an Education Committee which concerned itself either with these study groups or with educational legislation and interest in local educational conditions. Coöperation with Millicent Shinn's important studies in child development was recorded from 1895 for nearly twenty years, although such coöperation was often sporadic and interrupted.¹ All through the early years of the Association the reports at the annual meetings indicate this coöperation with study and research projects of the national organization at the same time that there are recorded studies of local problems in which the branches interested themselves, each in its own way. In 1897-98, when there were twenty-one branches of the Association extending from Boston to San Francisco, north to Duluth and south to St. Louis, a report of that year comments upon the almost universal interest of the branches in college settlements, with the statement that nearly every branch contributes in either time, money, or interest to this newer development of urban life. As a direct outgrowth of the work of Mrs. Richards, nearly every branch was interested in the sanitary inspection of the schools in the vicinity of the branch. Public libraries and home libraries were also a matter of interest and concern to almost every branch. The 'suddenly developed interest in child labor, child legislation, reform schools, child penology, and kindred topics' is also noted as characteristic of the branches along with the child study groups which several branches were at that time carrying on. The branches in Chicago, Buffalo, and Detroit had already begun to consider occupations other than teaching which were open to women college students. The Rhode Island Branch had, in 1899 and the years following, a study group on home economics. The fact that the interest of the branches was following the trend of the intellectual and social life of their day is striking and significant.

¹ See Chapter XII.

The programs of the branch meetings as well as of the annual meetings of the Association show throughout their history a widespread desire for the 'continuing education' of which we have spoken. Although more informal than the study groups, such programs often represented either the initiation or the culmination of a plan of study. The inauguration by the Indianapolis and Minneapolis Branches of university extension courses belongs in the same category as the programs of the meetings, since there was often one interpretative lecture in which the objects of the course to be given or which had just been completed were set forth, sometimes to a larger audience than the extension course had interested.

But the development of study groups as one knows them to-day belongs to the last ten years. During the years when the World War filled people's minds and in the years immediately following its close, it was evident that the whole field of education in the United States was undergoing a period of unrest and of change. In accordance with its whole history, the American Association of University Women became convinced of the necessity for a more far-reaching and intelligent study of child life and education. As a result of this widespread feeling, the Association employed an educational secretary in 1922, and beginning with that date the growth in numbers and in interest of the Association has been remarkable. To many branches the study groups are to-day the center of its life and the reason for its existence. Again and again one comes upon the statement in the branch history, 'we have attracted the young women of our community by our study groups centering around child life, and the older women of our community as well as the younger in our international relations study groups.' Often these groups are open to women who are not eligible to membership in the Association, but who, nevertheless, wish the type of intellectual stimulation and opportunity for intellectual growth which these study groups represent. In the

branch of Poughkeepsie, New York, both men and women are admitted to the study groups of the branch, a plan which works well and perhaps offers a suggestion for other branches to follow.

The international relations study groups were first officially recognized and directed by the A.A.U.W. from headquarters in 1923. When the international relations secretary came permanently to the headquarters in Washington, one hundred and forty branches reported that they had organized international relations round-tables. The following year the number had grown to one hundred and forty-eight, and in June of 1929 to two hundred and forty-three, which were distributed over forty-four States and in the Territory of Hawaii. These groups had chosen as topics for study international politics and economic situations in various parts of the world, and most of them had made use of the ten study courses on international problems prepared by the central international relations office. In 1928-29, the office sold 1151 of these outlines including seventy-eight copies of branch programs and eighty-eight bulletins of 'Information for Study Groups' which were sent out to the chairmen of the groups in the branches. In the same year eighty-three copies of a 'Handbook for Leaders' were sold. Of the study courses the 'Foreign Policy of the United States' was reported as having been most widely used, with the outline on 'European Diplomacy,' 'Pan-American Policies,' and 'Problems of the Pacific' almost equally in demand. The International Relations Office had further served the members of the Association by distributing the materials of other organizations such as The Carnegie Endowment for International Peace, the Foreign Policy Association, the Institute of International Education, the League of Nations Non-Partisan Association, the National Committee on the Cause and Cure of War, National Council for Prevention of War, National League of Women Voters, the Inquiry, the World Peace Foundation.

These study groups are conducted, of course, in different ways. Perhaps the commonest usage is that of a committee of the branch whose chairman or some committee member presides at the meeting of the group. For example, Mrs. William Palmer Lucas, of the San Francisco Branch, herself a trained student of international affairs, leads the group in study and discussion according to a program which in the main she herself prepares. The plan in Madison, Wisconsin, has been for the chairman of the committee to preside at the monthly meetings, where a speaker, usually from the University of Wisconsin, presents the subject of the evening and the audience present, having prepared itself by reading beforehand, enters into the hour of discussion which follows. In other branches textbooks or selected volumes form the basis of an informal discussion. In other cases the study takes the form of book reviews or a résumé of articles bearing upon the topic in hand. Often the meeting is preceded by a luncheon or a dinner affording an opportunity for social intercourse and conversation.

In the field of history and politics two other types of projects have been recommended and followed by the secretary, Dr. Caukin. 'The first is the holding of local institutes on international relations, preferably in coöperation with other organizations in the community. Such institutes have been held during the past two years (1927-29), in New York City; in Lubbock, Texas; in Syracuse, New York; and in Denver, Colorado. All of them were carried on in coöperation with other community groups, the university women usually taking the initiative in suggesting the institute. They have contributed to the programs by securing specialists on international questions and also by bringing to the discussions the results of their own study.' The second type of project which has been encouraged, 'has been an investigation into local community problems which have a bearing on international questions. On the recommendation of the Pacific Coast members of the International Relations Com-

mittee the Los Angeles and San Francisco Branches, respectively, have undertaken surveys of the situation in regard to Mexican immigrants and the second generation Oriental.'

In making her report to the Association in 1929 Dr. Caukin said:

During the past two years the international program of the Association has developed along two lines: more widespread acquaintance with the International Federation of University Women, and greater determination to create in our own country an intelligent public opinion on international affairs.

The development of the study program is encouraging, not only because the number of round tables has increased, but also because the quality of the work done in the round tables is steadily improving. Many groups which started with a program of lectures, more or less uncorrelated, have come to devote themselves to an intensive study of one phase of international relations, over a period of a year. As a result, the members of the groups are gaining a deeper insight into the processes of history and politics, which must be reflected in a more intelligent approach to current problems.

The programs for the study of the pre-school child date from 1923, when Dr. Frances Fenton Bernard, after a year of study, began the direction of these groups, and the program she recommended was adopted as a national plan, to be directed from headquarters in Washington. The branches took up the plan with enthusiasm. For instance, the branch in Hays, Kansas, reports that it had to suspend in 1926 for lack of numbers. Thereupon two members organized a co-operative play school working with mothers in the community, with the result that the branch was reorganized for the purpose of studying the pre-school child, under the direction of the educational secretary at headquarters in Washington. During the first year of Dr. Bernard's secretaryship, the Laura Spelman Rockefeller Memorial made the grant for promoting the pre-school and elementary school projects of the Association — the more willingly because fifty-seven round-tables had been established within

the few preceding months in branches as far removed from one another as New Haven, San Francisco, North Carolina, Texas, and Wyoming. From that beginning the study groups under Dr. Lois Hayden Meek and Dr. Kathryn McHale have grown apace. These groups have concerned themselves preëminently with three subjects of study — the pre-school child, the elementary-school child, and the adolescent girl and boy. Here, as has been noted with the international relations study groups, the ways in which the groups have conducted their study have varied widely, from informal discussion to research under a trained leader. Often the study groups have been open to women not eligible to membership in the Association and thus have become a most helpful force in the parent-teacher associations of many towns and cities. Not only have the members been engaged in their own education, but an increasing absorption in various kinds of community educational projects has been the outgrowth of the study group work. For example, in 1929-30, one hundred and fifty-six branches had promoted two hundred and forty-nine community projects in education.

When, in 1929, Dr. Meek offered her resignation to undertake another important piece of work, she outlined the work of the five years during which she had guided the educational activities of the branches on recognition, on fellowships, and on international relations. With the increased demand for her services by the branches, it had been possible to receive a report on the educational activities of three hundred and seventeen out of a total of four hundred and sixty-two branches. In the year 1928-29 she had sent out seven hundred and forty-three copies of a bulletin suggesting programs for branch study and work.

Perhaps the most important part of her work, aside from the guiding of the branches, was the distinguished work in research which the educational office carried on. She said:

... During the last two years important projects have been completed which have been under way since 1924. Both of these were coöperative projects undertaken with other agencies.

The first of these is the book on pre-school and parental education which was published in February, 1929, as the Twenty-Eighth Yearbook of the National Society for the Study of Education. This society has published each year since about 1895 a yearbook which surveys the most recent thought on some phase of education. Your educational secretary presented to the society in February, 1925, a request to issue a year-book on pre-school and parental education which would attempt to integrate the various aspects of these movements in education and present to educators the important field of child development and parent education. The Board of Directors of the National Society for the Study of Education approved the request and appointed your educational secretary as chairman of the committee....

The second research project had to do with the establishment in Washington, D.C., of a center which would afford facilities for the scientific agencies located in Washington. The educational secretary with others in Washington has been working on plans for such a research center since 1924. The reward came in February, 1928, when the Washington Child Research Center was opened under a grant from the Spelman Fund. The center was established through the joint efforts of the Educational Office of the A.A.U.W.; the American Home Economics Association; the National Research Council; two universities — George Washington University, and the University of Maryland; three government bureaus — the Bureau of Education, the Bureau of Home Economics, and the United States Public Health Service....

The educational secretary of the American Association of University Women serves as chairman of the Executive Board. The study groups have been conducted by the educational secretary and the assistant educational secretary. This center offers an unusual opportunity to the Educational Office to undertake during the next few years some fundamental research either in that phase of adult education which is called parental education or in child development.

Furthermore, the educational secretary reported much time given to establishing coöperative relations with other educational agencies. She had, moreover, been serving for the past two years on committees outside the A.A.U.W. These were (1) on the Executive Committee of the American

Council on Education, as proxy for Dean Gildersleeve; (2) on the Executive Committee, Southern Woman's Educational Alliance; (3) on the Executive Board, Progressive Educational Association; (4) on the National Committee on Nursery Schools, as chairman; (5) the Governing Board, National Council of Parent Education; (6) the Committee on Nursery Schools, International Kindergarten Union; (7) the Executive Committee, Washington Child Research Center, as chairman; (8) the Committee on Pre-school and Parental Education, National Society for the Study of Education, as chairman. 'Besides such formal coöperation the Educational Office is continually called upon for interviews and consultations on various phases of education by educational institutions and organizations.'

A very interesting development of Dr. Meek's term of office was a return to an early project of the Association of Collegiate Alumnae — the Bureau of Collegiate Information established in 1887 by Kate Morris Cone.¹ Forty-two years later, Dr. Meek wrote:

The Educational Office has continued to answer inquiries concerning all phases of education from pre-school through college. There have been two hundred and sixty-eight such inquiries since the last Biennial. The inquiries concerning various aspects of collegiate education have gradually increased during the past five years. To meet this increasing demand for information about colleges, a part-time assistant in collegiate education, Mrs. Frances Valiant Speek, was added to the staff of the Educational Office in January, 1929. Besides answering the immediate requests, Mrs. Speek is assembling material on collegiate education.

When Dr. Meek resigned, Dr. Kathryn McHale came to the headquarters of the Association as educational secretary, and has since September, 1929, continued the program so auspiciously begun under Dr. Bernard and Dr. Meek. In speaking of the national program in April, 1930, Dr. McHale said:

¹ For a full account see Chapter XIII, pp. 179-81.

The American Association of University Women has as you know dedicated itself to an increasingly conscious and concerted effort to establish itself in the field of education by a maintenance of high standards.

Though we have gone a long way in realizing this purpose, there is still much to do. Our future educational possibilities are innumerable. One needs only to contemplate the range of educational conditions, and the interests of our membership in this country to be convinced that our work must concern itself with education from the infant to the distinguished scholar. In developing our present national educational program, two considerations have been uppermost: first, the present-day educational needs and the Association's place in their satisfaction; second, the wide range of educational interests among our members.

Following the introduction, Dr. McHale has pointed the way to a really great program of adult education.

Adult education applies to all if we understand the meaning of culture — not only to those whose education has been neglected but also to those who have come through the conventional school. The generalization can be made more obvious. Education means more than classroom experience; it means continuous learning. According to the results of E. L. Thorndike's psychological experiments in adult learning, no one under forty-five should 'restrain himself in a learning situation because of a belief that he is too old.' From twenty-five to forty-five we are able to learn better than ever before; even at sixty our learning efficiency is eighty-eight per cent.

The college and university bodies have not begun to realize the responsibility to project into the adult life of their graduates the deeper and more cultural desires and inspiration of study and thought. Some agency has a rightful function in the fulfillment of this need; is it not a logical one for this organization to perform? *

One of the newer fields of cultural studies to which Dr. McHale refers is that in which a beginning has as yet scarcely been made — the fine arts. In October, 1922, the Fourth State Conference of Branches of the American Association of University Women in Wisconsin was held in Madison. A member of the branch of Fond du Lac, Wis-

* See *Journal* of the A.A.U.W. for April, 1930. Also available as a reprint.

consin, Agnes Bassett, herself a teacher, made so convincing a plea for the inclusion among the standing committees of one upon art and drama that it was determined forthwith to constitute one of which Miss Bassett should be the chairman. From the Fifth State Conference of Wisconsin Branches (1923) a recommendation was sent to the national association urging the inclusion of a committee on the fine arts in the list of standing committees of the Association. The matter had probably been brought before the directors before this time, but it is recorded in the history of the Wisconsin Federation of Branches that the movement to interest the national association in education in the fine arts originated in the Wisconsin Fine Arts Committee.

At the national convention of the A.A.U.W. in 1924, a Committee on Fine Arts was appointed, and in 1926 Marjorie S. Logan summed up the *pros* and *cons* of the whole subject in an article entitled 'The Fine Arts in Their Relation to Academic Study,'¹ while the report made by Lura Beam as chairman of the Committee on Fine Arts in 1929,² together with five articles published at the same time as Miss Beam's report, were significant in their facts and figures. Only one fellowship had, up to the time Miss Beam wrote, been awarded to an art teacher, and this was, quite suitably, to a Wisconsin woman, Ethel J. Bouffleur, who, out of her experience in the State Teachers' College at Oshkosh, had become interested in the problem of creative children's art and the teaching of art to children. The second point made by Miss Beam's committee was a plea for full college courses of virile content to be developed in the arts. In such a program the A.A.U.W. must necessarily have a part, and that a committee should already be studying seriously what the Association might do to further this enrichment of life is again to go back to the ideals of 1881, bringing them into the enlarged vision of the present day.

¹ *Journal of the A.A.U.W.*, April, 1926, pp. 8 ff.

² *Ibid.*, April, 1929.

Dr. McHale is furthermore carrying forward the research informational service in the field of secondary and collegiate education as one of the outstanding projects for the immediate future. She says:

We have invited coöperation in a study of current changes and experiments in secondary and collegiate education. Educational foundations have been approached to assist in financing the research work of the study. The study is to cover a two-year period and to be climaxed by a national critique or forum on adolescent education, to be held in Boston in April, 1931, as a part of our biennial convention program....

The Educational Office of the American Association of University Women will receive inquiries on all topics in secondary and collegiate education. Those inquiries which are found to lie within a field very thoroughly covered by another organization will be referred to that organization. Other inquiries will be answered directly by the Educational Office. In a way, then, the Association will act as a clearing house for information on secondary schools and colleges and it will endeavor itself to specialize in the giving of certain of this information.

The subjects in which the Association is proceeding to build up a body of fact and reference material and in which it plans to be especially well equipped to answer inquiries may be listed as follows: Subjects relating to the care and direction of students; subjects relating to curricula and instruction; and subjects relating to organization and administration.¹

In the Educational Office, as in the International Relations Office, the work of assembling materials for study groups and distributing them to the branches has been a task requiring an unusual equipment on the part of the secretaries, both in actually preparing the materials and in the organization of the office for effective work with the study groups. Literally thousands of copies of all kinds have been sent out, bulletins, leaflets, reprints, and pamphlets, besides the *Journal* of the Association.

Outside of the study groups, as has been said, there are

¹ See *Bulletin* of January, 1930, entitled, 'Research Information Service in Secondary and Collegiate Education,' American Association of University Women.

other means provided by the local branches for the intellectual growth of their members. With a membership made up in large part of women who are teaching or whose professions occupy them during the day, several branches have provided special facilities for the coming together of these busy members. The Minneapolis College Women's Club found that an evening section met a long-felt need and considers its large active membership makes the evening section the outstanding one of the branch. The Philadelphia (Pennsylvania) Branch sponsors supper conferences which make a wide appeal. The branch in Madison, Wisconsin, has had for two years a project in which other branches may be interested. Through the suggestion of Abby L. Marlatt, president of the branch, 1927-29, there is held from the first of December to the middle of April on alternate Saturdays a luncheon conference, with a speaker who presents his or her special interest, with a discussion following which is usually of a most enlightening and delightful kind. The luncheon is presided over by some member of the branch and is open to both men and women. Other branches have similar luncheon or supper meetings open to all members of the branch, but to which a small interested group usually comes. Outside of such efforts as these the branches carry on adult education of other sorts; for instance, the branch at Waupun, Wisconsin, immediately upon its organization engaged upon the wholly altruistic task of securing for the women in the state penitentiary situated in their city, the first opportunity for correspondence courses taken through the University of Wisconsin Extension Division which had ever been possible for them. The men confined in the institution had long had such privileges, but no one had ever made the possible education of the women inmates a matter of concern or interest.¹ The branch at Grand Forks, North Dakota, arranged to have a night school open to the public for any

¹ A leading article which appeared in the *Atlantic Monthly* several years ago was written by a woman inmate of this penitentiary.

person desiring training of a vocational character. When the project had proved its worth, the board of education took it over and established it on a permanent basis. The financial aid given by many branches to the summer schools for women in industry is another example of a widespread interest in adult education.

The account here given proves what was said at the beginning — that the American Association of University Women both nationally and locally has a program of adult education outstanding in its character and in its effectiveness. This program has been greatly strengthened by a decision of the board of directors, which came to fruition in September, 1929, with the appointment of Dr. Kathryn McHale as acting director of the Association and educational secretary as well. It had gradually, since 1923, become clear that the whole national program must be correlated and coördinated, with an expert adviser to plan future work but for the whole organization and for the branches. With the appointment of Dr. McHale, the possibility of unity in the entire program of adult education was made secure.

CHAPTER XXIX

THE END OF THE STORY

THE story of a half-century of idealism has come to an end, but the story is rather a challenge for the future than the record of a closed book. There is no other country in the world to-day where the higher education of women is so much a matter of course as in the United States of America. Every autumn, when the college year begins, thousands of young women leave their homes for the hundreds of colleges and universities which receive them; and every year the stream grows larger both in the undergraduate and in the graduate courses. Yet this great movement began but little more than half a century ago, and its greatest increase covers a space of but thirty-five years. Only in countries recently out of their pioneer conditions, where individualism and independence are in the air one breathes, where one is hampered by no settled customs, by no time-bound traditions, and by no conventional class distinctions, could such conditions arise so naturally or to any such extent as has been the case in the United States. To this country many others will inevitably turn in their search for ways and means whereby their own young women can take advantage of similar opportunities and thus raise the general average of intelligence and of civic responsibility in a new world which is recovering from the cataclysm of the World War. It is partly for this larger fellowship that the project of this history was undertaken.

From the days when the founders of the A.C.A. relieved the loneliness of their pioneering by association, one comes to the fellowship of college and university women throughout the world. The experience of those early days was not unique. Lady Stephen, in writing of Emily Davies and Girton College, relates that in 1870, at the close of the first

year of the college at Hitchin (later Girton College), Emily Davies, one of the founders, asked the students whether it would be worth while to come for a year only. Louisa I. Lumsden, now Dame Lumsden, one of the five students who first registered for work at Hitchin, said that before she came she used to feel fearfully solitary.¹ She was always having said to her, 'Oh, but you are so exceptional.' By associating herself with other students at Hitchin she felt that she belonged to a group and so had lost the sense of loneliness. Doubtless the pioneers of other countries have felt the same overwhelming isolation, some even recently, since higher education is not everywhere in the world so natural as it is in the United States. This association of like-minded women has already had its great effect throughout the United States and throughout the world through affiliation with the International Federation of University Women.

It must be clear to the reader that the history of the Association of Collegiate Alumnae and of its successor, the American Association of University Women, has been contemporaneous with the development, not only of the higher education of women, but also of great and fundamental changes in the Nation and among the nations. Beginning with the old classical tradition, the Association has moved forward and accepted as members the newer colleges which have been organized or reorganized in the interest of the great advancement of science, pure and applied. The United States, in 1881 preëminently rural and agricultural, has during the half-century become predominantly urban and industrial. This great fundamental change the Association has followed also, keeping in step with legislation, national and state, and with municipal ordinances and village proceedings. The membership of the Association has played its part in the great movements for adapting the education of a half-century ago to present-day needs. These tasks are by no means completed.

¹ See *Emily Davies and Girton College*, by Lady Stephen, p. 235.

'It takes imagination to belong to the A.C.A.,' said a member ten years ago to the president of that day. And so it has and so it does, and so it always will. For it is the imponderables of life, the elusive hopes, the nebulous ideals of one generation which become often the transcendent and challenging program of the next. Not only has this proved true for the Association as a whole, but also for the branches scattered the length and breadth of the country from Canada to Mexico and from Maine to California. In the membership of these branches one still finds the names of a few of the pioneers of the early day, many of whom have been presidents of women's colleges, or professors in colleges or universities, or publicists and writers of effectiveness and prominence. In the five hundred and twenty-one branches are registered to-day the names of alumnæ of nearly two hundred colleges and universities, each name representing a soldier in a marching army. For not only are these members attached to their own colleges and universities, but by dint of imagination they have devoted themselves to the program of the Association.

There is a little pamphlet entitled, 'What Does the A.A.U.W. Do?'

It would take a long time to answer this oft-repeated question in full detail, but the following summary at least indicates the scope of our work, with which our members should familiarize themselves by reading the *Journal* and sending to headquarters for the pamphlets which are available on various items of our national program.

1. By means of an accredited list of colleges and universities the Association works for the establishment and maintenance of high standards in institutions admitting women, requiring not only academic excellence, but recognition of women on the faculty and in the administration, as well as adequate provision for the health, physical training, housing, and social life of the students.

2. The Association's Committee on Fellowships awards fourteen fellowships for graduate work in the United States and abroad. Most of these awards are annual, a few biennial or triennial.

3. The office of the educational secretary suggests and directs educational work in the branches, particularly study groups in pre-

school, elementary and adolescent education, carries on educational research and coöperates with other educational organizations and centers.

4. The office of the Committee on International Relations supplies materials and guidance for round-table discussions of various phases of our international relations and coöperates with other organizations concerned with the international aspects of education.

5. The Association is a constituent member of the International Federation of University Women and participates in a program which includes the creation of international fellowships, the exchange of professors and teachers, the exchange of information and hospitality, and a triennial international conference.

6. Permanent headquarters are maintained in Washington, D.C., for the business of the Association, for coöperation with other national organizations and for a center of information and for the distribution of supplies and materials.

7. The Association also provides, through the coöperation of the Washington Branch, a national and international club, housed in the Headquarters Building, in which all national members of the Association are entitled to non-resident privileges.

8. The Committee on Legislation sponsors such federal educational legislation as is consistent with the policies of the Association and is approved by the national convention, and gives active support of these measures through representation on the Women's Joint Congressional Committee.

9. The Association publishes a quarterly *Journal*, subscription to which is included in national membership dues, containing articles of general interest and importance to university women, as well as departments devoted to the educational program, international relations, committee activities, current events, and book lists.

10. The branches carry on local educational work of many varieties, notably the provision of scholarships and loan funds for undergraduate women and participation in civic movements for better schools.

You may further ask —

What Does the A.A.U.W. Do With Your \$2.00?

1. It creates the general fellowship fund by setting aside twenty-five cents of every \$2.00 dues.

2. It helps to finance the work of the board of directors and the national committees.

3. It is enabled to affiliate with such organizations as the American Council on Education and the Association to Aid Scientific Research by Women.

4. It pays for the administration of the national treasurer's office.
5. It pays for the administration of the national executive office, including the preparation and distribution of publicity materials and branch supplies and the recording of all memberships.
6. It partially finances the educational and international relations offices.
7. It partially finances the publication of the *Journal*.
8. It maintains membership in the I.F.U.W., thereby making every member of the A.A.U.W. a member of the I.F.U.W. and entitled to the use of the international clubhouses.

In other words, the income from \$2.00 memberships, supplemented by the income from corporate, sustaining, and affiliated memberships and *Journal* subscriptions, finances all the work of the Association, with the exception of the partial subsidizing of the educational and international relations programs by the Spelman Fund and the Carnegie Corporation. The Association has no capital or permanent endowment.

The A.A.U.W. needs, therefore, not only the moral and financial support, but the active participation of every university and college woman in the United States in order to carry on the large tasks to which it is pledged. Other as yet undeveloped lines of activity and service await us on every hand. Above all, the A.A.U.W. offers you the opportunity to repay in some measure your debt to your Alma Mater and to those who made possible your own education.

To the program here outlined the A.A.U.W. is committed. In addition, a great enterprise is now going forward, the greatest undertaking financially to which the Association has ever set its hand. This is the raising of the Million Dollar Fellowship Fund for fellowships national and international. No time limit has been set for the accomplishment of the task of raising this fund, but it is hoped that by the time of the celebration of the fiftieth anniversary of the Association in April, 1931, all of the fund will have been pledged and a large portion of it raised. In the words of Dr. Caroline F. E. Spurgeon, first president of the International Federation of University Women, 'The fortunate holders of International Fellowships seem to me like the Brethren of Saloman's House, pictured by Lord Bacon three hundred years ago, who sailed forth into far distant countries in order to bring

back knowledge of the affairs and state of learning of those countries for the good of the whole, to throw light on the whole. Like those imagined adventurers of long ago, our student and scholar adventurers of to-day may aspire to call themselves "Merchants of Light," for, like them, we "maintain a trade, not for gold, silver or jewels; nor for silks; nor for spices; nor any commodity of matter, but only for God's first creature which was Light: to have light of the growth of all parts of the world."

The story is not a closed book. Nor is the enterprise upon which the Association started a half-century ago completed. There is still a great field for labor in coöperative effort directed toward larger opportunities for women in research, in fields of scholarship, in positions of administration and educational leadership, in advancement for scholars, both personal and professional. The Association has like humanity itself been dynamic, never static. The Association's pride is that it has been a part, through fifty years, of a great movement for human civilization especially as it relates to women. A great movement of centuries — not of years. Is not this a challenge to high resolve for accomplishment in the next half-century commensurate with the accomplishment of the last fifty years?

THE END

APPENDIX

APPENDIX

I

PRESIDENTS

ASSOCIATION OF COLLEGIATE ALUMNÆ

Jane [†] Field Bashford.....	1882-1883
Florence M. Cushing.....	1883-1885
Alice E. Freeman.....	1885-1887
Helen Hiscock Backus.....	1887-1889
Alice Freeman Palmer.....	1889-1890
Bessie Bradwell Helmer.....	1890-1891
Annie Howes Barus.....	1891-1893
Martha Foote Crow.....	1893-1895
Marion Talbot.....	1895-1897
Alice Upton Pearmain.....	1897-1899
Abby Leach.....	1899-1901
Elizabeth H. Howe.....	1901-1903
Eva Perry Moore.....	1903-1907
Laura Drake Gill.....	1907-1911
May Treat Morrison.....	1911-1913
Caroline L. Humphrey.....	1913-1917
Lois Kimball Mathews.....	1917-1918
Lois Kimball Mathews Rosenberry.....	1918-1921

WESTERN ASSOCIATION OF COLLEGIATE ALUMNÆ

Jane M. Bancroft [Mrs. G. O. Robinson].....	1883-1886
May Wright Sewall.....	1886-1887
Esse Bissell Dakin.....	1887
Louisa Reed Stowell.....	1887
May Wright Sewall.....	1888-1889

SOUTHERN ASSOCIATION OF COLLEGE WOMEN

Celestia S. Parrish.....	1903-1905
Grace W. Landrum.....	1905-1906
Lillian Wyckoff Johnson.....	1906-1908
Emma Garrett Boyd.....	1908-1910

[†] Jennie is the form of the name in the records.

Annie May Dimmick (Mrs. J. B. Jones).....	1910
May Lansfield Keller.....	1910-1914
Elizabeth Avery Colton.....	1914-1919
Mary Leal Harkness (Mrs. S. C. Black).....	1919-1921

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Ada L. Comstock.....	1921-1923
Aurelia Henry Reinhardt.....	1923-1927
Mary E. Woolley.....	1927-

II

ORIGINAL MEMBERS OF THE ASSOCIATION OF COLLEGIATE ALUMNÆ

(Copied from Book I, Records of A.C.A., page 13)

MEETING FOR ORGANIZATION — JANUARY 14, 1882

LIST of original members who were present when the organization was formed:

VASSAR COLLEGE —

Ellen H. Richards, '70	K. E. Aldrich, '80
Elizabeth G. Houghton, '73	Louise L. Brockway, '80
Florence M. Cushing, '74	Jane Cushing, '80
Annie G. Howes, '74	M. S. Morris, '80
Mary L. Skillings, '74	Elizabeth A. Skinner, '80
Ella Gardner, '77	Jessie F. Smith, '80
Sarah B. Freeman, '78	E. B. Wentworth, '80
Lydia P. Ray, '78	Mary L. Woodward, '80
Mary H. Rollins, '78	Alice Hayes, '81
L. M. Barr, '79	C. E. White, '81 (20)

BOSTON UNIVERSITY —

Agnes F. Williams, '77	Elizabeth Curtis, '79
Martha M. Eddy, '78	Mary A. Molineux, '79
Lydia B. Godfrey, '78	Lucy G. Peabody, '79
Sara S. Grimke, '78	Mary A. Todd, '79
Ellen J. Lane, '78	Marion Talbot, '80
Clarimond Mansfield, '78	Carrie E. Todd, '80
Alice D. Mumford, '78	Alice S. Blackwell, '81
Mary S. Butler, '79	Harriet C. Peirce, '81 (16)

WELLESLEY COLLEGE —

Mary R. Bartlett, '79	Harriet P. Rood, '80
Helen P. Wadleigh, '79	E. Maude Blodgett, '81
Dora Freeman, '80	Alice G. Egerton, '81
Edith Metcalf, '80	Margaret P. Waterman, '81
Harriet M. Peirce, '80	S. Adelaide Wells, '81 (10)

CORNELL UNIVERSITY —

Cornelia P. Upham, '74

Mary H. Ladd, '75

Margaret Hicks, '78

Cornelia D. Smith, '80

Robina S. Smith, '80

Alice Goddard, '81 (6)

SMITH COLLEGE —

Julia H. Gulliver, '79

Kate E. Morris, '79

Anna L. Palmer, '79

Mary S. Locke, '80

Eliza P. Huntington, '81 (5)

WISCONSIN UNIVERSITY —

Jennie F. Bashford, '74

Carrie A. Barber, '75

Almah J. Frisby, '78

Maria M. Dean, '80 (4)

OBERLIN COLLEGE —

Lucy Stone, '46

Ellen A. Hayes, '78 (2)

MICHIGAN UNIVERSITY —

Alice E. Freeman, '76

Anna B. Gelston, '81 (2) (65)

III

LIST OF APPROVED UNIVERSITIES AND COLLEGES

WITH DATE OF ADMISSION

I

WOMEN with approved degrees (*)¹ from these institutions are eligible to national membership. It should be noted that not all degrees conferred by these institutions have been recognized. Women who have completed two full years of academic work in one of the following institutions are eligible to associate membership in any branch granting such membership.

- 1924 Adelphi College, Garden City, New York
- 1921 Agnes Scott College, Decatur, Georgia
- 1929 Albion College, Albion, Michigan
- 1919 Allegheny College, Meadville, Pennsylvania
- 1929 Baker University, Baldwin, Kansas
- 1918 Bates College, Lewiston, Maine
- 1921^{*} Baylor University, Waco, Texas
- 1914 Beloit College, Beloit, Wisconsin
- 1925 Birmingham-Southern College, Birmingham, Alabama
- 1882 Boston University, Boston, Massachusetts
- 1929 Bradley Polytechnic Institute (College of Arts and Sciences, except B.S. in Industrial Education), Peoria, Illinois
- 1914 Brown University (Pembroke College), Providence, Rhode Island
- 1890 Bryn Mawr College, Bryn Mawr, Pennsylvania
- 1915 Carleton College, Northfield, Minnesota
- 1929 Carroll College, Waukesha, Wisconsin
- 1922 Carthage College, Carthage, Illinois
- 1929 Central College, Fayette, Missouri
- 1919 Coe College, Cedar Rapids, Iowa
- 1923 Colby College, Waterville, Maine
- 1929 College of New Rochelle, New Rochelle, New York

¹ Approved degrees are B.A., B.S., B.L., B.Ph., the graduate degrees, and other bachelor degrees except the B.M., which require at least two years (a minimum of sixty credit hours) of non-professional, non-technical work which would be credited for the B.A. degree.

^{*} Star removed 1925.

- 1919 College of St. Catherine, St. Paul, Minnesota
- 1919 College of St. Elizabeth, Convent Station, New Jersey
- 1919 College of St. Teresa, Winona, Minnesota
- 1929 College of the Pacific, Stockton, California
- 1927 College of William and Mary, Williamsburg, Virginia
- 1917 College of Wooster, Wooster, Ohio
- 1914 Colorado College, Colorado Springs, Colorado
- 1899 } Columbia University (Barnard and Teachers Colleges), New
- 1917 } York City, New York
- 1925 Connecticut College for Women, New London, Connecticut
- 1921^{*} Converse College, Spartanburg, South Carolina
- 1917 Cornell College, Mt. Vernon, Iowa
- 1882 Cornell University, Ithaca, New York
- 1922 Denison University, Granville, Ohio
- 1916 De Pauw University, Greencastle, Indiana
- 1925 Dickinson College, Carlisle, Pennsylvania
- 1913 Drake University, Des Moines, Iowa
- 1923 Drury College, Springfield, Missouri
- 1921 *Duke University, Durham, North Carolina
- 1916 Earlham College, Richmond, Indiana
- 1916 Elmira College, Elmira, New York
- 1921 *Florida State College for Women (1917), Tallahassee, Florida
- 1917 Franklin College, Franklin, Indiana
- 1921^{*} George Peabody College for Teachers, Nashville, Tennessee
- 1929 George Washington University, Washington, District of Co-
lumbia
- 1921 *Georgetown College (1919), Georgetown, Kentucky
- 1914 Goucher College, Baltimore, Maryland
- 1912 Grinnell College, Grinnell, Iowa
- 1929 Grove City College, Grove City, Pennsylvania
- 1921 Hamline University, St. Paul, Minnesota
- 1927 Hillsdale College, Hillsdale, Michigan
- 1924 Hood College, Frederick, Maryland
- 1921 *Howard College (1920), Birmingham, Alabama
- 1922 Hunter College, New York City, New York
- 1924 Illinois College, Jacksonville, Illinois
- 1925 Illinois Wesleyan University, Bloomington, Illinois
- 1921 Illinois Woman's College, Jacksonville, Illinois
- 1912 Indiana University, Bloomington, Indiana
- 1917 Iowa State College, Ames, Iowa
- 1924 James Millikin University, Decatur, Illinois
- 1924 Kansas Agricultural College, Manhattan, Kansas

^{*} Star removed 1923.

^{*} Star removed 1925.

- 1913 Knox College, Galesburg, Illinois
- 1918 Lake Erie College, Painesville, Ohio
- 1914 Lake Forest College, Lake Forest, Illinois
- 1912 Lawrence College, Appleton, Wisconsin
- 1921¹ Louisiana State University, Baton Rouge, Louisiana
- 1929 Macalester College, St. Paul, Minnesota
- 1925 Margaret Morrison Carnegie College for Women, Pittsburgh, Pennsylvania
- 1882 Massachusetts Institute of Technology, Cambridge, Massachusetts
- 1924 Meredith College, Raleigh, North Carolina
- 1917 Miami University, Oxford, Ohio
- 1921 Middlebury College, Middlebury, Vermont
- 1918 Mills College, Mills College, California
- 1918 Milwaukee-Downer College, Milwaukee, Wisconsin
- 1929 Mississippi State College for Women, Columbus, Mississippi
- 1927 Monmouth College, Monmouth, Illinois
- 1925 Montana State College, Bozeman, Montana
- 1920 Montana State University, Missoula, Montana
- 1920 Morningside College, Sioux City, Iowa
- 1912 Mount Holyoke College, South Hadley, Massachusetts
- 1929 Mount Union College, Alliance, Ohio
- 1929 New Jersey College for Women, New Brunswick, New Jersey
- 1927 New York University (Washington Square College), New York City, New York
- 1927 North Carolina College for Women, Greensboro, North Carolina
- 1883 Northwestern University, Evanston, Illinois
- 1882 Oberlin College, Oberlin, Ohio
- 1922 Occidental College, Los Angeles, California
- 1913 Ohio State University, Columbus, Ohio
- 1927 Ohio University, Athens, Ohio
- 1915 Ohio Wesleyan University, Delaware, Ohio
- 1929 Oklahoma College for Women, Chickasha, Oklahoma
- 1924 Oregon State Agricultural College, Corvallis, Oregon
- 1929 Otterbein College, Westerville, Ohio
- 1924 Park College, Parkville, Missouri
- 1925 Pennsylvania College for Women, Pittsburgh, Pennsylvania
- 1919 Pennsylvania State College, State College, Pennsylvania
- 1915 Pomona College, Claremont, California
- 1915 Purdue University, LaFayette, Indiana
- 1897 Radcliffe College, Cambridge, Massachusetts

¹ Star removed 1925.

- 1919 Randolph-Macon Woman's College, Lynchburg, Virginia
 1917 Reed College, Portland, Oregon
 1920 Ripon College, Ripon, Wisconsin
 1918 Rockford College, Rockford, Illinois
 1925 Rosary College, River Forest, Illinois
 1927 Russell Sage College, Troy, New York
 1927 St. Lawrence University, Canton, New York
 1929 St. Mary-of-the-Woods College, St. Mary-of-the-Woods,
 Indiana
 1927 St. Olaf College, Northfield, Minnesota
 1929 Seton Hill College, Greensburg, Pennsylvania
 1929 Shorter College, Rome, Georgia
 1925 Simmons College, Boston, Massachusetts
 1927 Simpson College, Indianola, Iowa
 1929 Skidmore College, Saratoga Springs, New York
 1882 Smith College, Northampton, Massachusetts
 1929 Southern Methodist University, Dallas, Texas
 1897 Stanford University, Stanford University, California
 1912 Swarthmore College, Swarthmore, Pennsylvania
 1921¹ Sweet Briar College, Sweet Briar, Virginia
 1882 Syracuse University, Syracuse, New York
 1927 Temple University, Philadelphia, Pennsylvania
 1925 Texas State College for Women (College of Industrial Arts),
 Denton, Texas
 1921² Transylvania College, Lexington, Kentucky
 1915 Trinity College, Washington, District of Columbia
 1917 Tufts College (Jackson College), Tufts College, Massachusetts
 1921 Tulane University (Sophie Newcomb College), New Orleans,
 Louisiana
 1920 University of Akron, Akron, Ohio
 1921³ University of Alabama, University, Alabama
 1924 University of Arkansas, Fayetteville, Arkansas
 1929 University of Buffalo, Buffalo, New York
 1886 University of California, Berkeley, California
 1886 University of California at Los Angeles, Los Angeles, Cali-
 fornia
 1921^{*} University of Chattanooga, Chattanooga, Tennessee
 1897 University of Chicago, Chicago, Illinois
 1913 University of Cincinnati, Cincinnati, Ohio
 1914 University of Colorado, Boulder, Colorado
 1929 University of Delaware (Woman's College), Newark, Dela-
 ware

¹ Star removed 1923.² Star removed 1923.³ Star removed 1929.

- 1927 University of Denver, Denver, Colorado
- 1929 University of Georgia, Athens, Georgia
- 1929 University of Hawaii (A.B. degree only), Honolulu, Hawaii
- 1921 University of Idaho, Moscow, Idaho
- 1902 University of Illinois, Urbana, Illinois
- 1913 University of Iowa, Iowa City, Iowa
- 1882 University of Kansas, Lawrence, Kansas
- 1921 University of Kentucky, Lexington, Kentucky
- 1921 ¹ University of Louisville (1915), Louisville, Kentucky
- 1923 University of Maine, Orono, Maine
- 1882 University of Michigan, Ann Arbor, Michigan
- 1897 University of Minnesota, Minneapolis, Minnesota
- 1929 University of Mississippi, Oxford, Mississippi
- 1906 University of Missouri, Columbia, Missouri
- 1899 University of Nebraska, Lincoln, Nebraska
- 1921 University of Nevada, Reno, Nevada
- 1929 University of New Hampshire (College of Liberal Arts),
Durham, New Hampshire
- 1916 University of North Dakota, University, North Dakota
- 1920 University of Oklahoma, Norman, Oklahoma
- 1917 University of Oregon, Eugene, Oregon
- 1921 University of Pittsburgh, Pittsburgh, Pennsylvania
- 1929 University of Redlands, Redlands, California
- 1916 University of Rochester, Rochester, New York
- 1924 University of South Dakota, Vermillion, South Dakota
- 1927 University of Southern California, Los Angeles, California
- 1921 ² University of Tennessee, Knoxville, Tennessee
- 1918 University of Texas, Austin, Texas
- 1920 University of Vermont, Burlington, Vermont
- 1914 University of Washington, Seattle, Washington
- 1922 University of West Virginia, Morgantown, West Virginia
- 1882 University of Wisconsin, Madison, Wisconsin
- 1923 University of Wyoming, Laramie, Wyoming
- 1921 ³ Vanderbilt University, Nashville, Tennessee
- 1882 Vassar College, Poughkeepsie, New York
- 1921 Washburn College, Topeka, Kansas

¹ During a probationary period ending May 31, 1931, women holding approved degrees from these institutions (which were recognized by the Southern Association of College Women, but have not yet completely met the requirements of the American Association of University Women) are eligible for national membership. At the end of the probationary period, those institutions which have not fully qualified will be dropped and their graduates will no longer be entitled to apply for national membership.

The date in parenthesis following the name of a college indicates the year in which eligible degrees were first granted by that college.

² Star removed 1924.

³ Star removed 1927.

- 1917 Washington State College, Pullman, Washington
- 1914 Washington University, St. Louis, Missouri
- 1882 Wellesley College, Wellesley, Massachusetts
- 1916 Wells College, Aurora, New York
- 1921 * Wesleyan College, Macon, Georgia
- 1921 Western College for Women, Oxford, Ohio
- 1899 Western Reserve University (College for Women), Cleveland, Ohio
- 1921 * Westhampton College, Richmond, Virginia
- 1924 Westminster College, New Wilmington, Pennsylvania
- 1923 Wheaton College, Norton, Massachusetts
- 1919 Whitman College, Walla Walla, Washington
- 1929 Willamette University, Salem, Oregon
- 1917 William Smith College, Geneva, New York
- 1924 Wilson College, Chambersburg, Pennsylvania
- 1925 Wittenberg College, Springfield, Ohio
- 1922 Woman's Medical College of Pennsylvania, Philadelphia, Pennsylvania

II

Graduates with higher degrees from these institutions are eligible to national membership.

Clark University, Worcester, Massachusetts.

Harvard University, Cambridge, Massachusetts

Johns Hopkins University, Baltimore, Maryland

University of North Carolina, Chapel Hill, North Carolina

University of Pennsylvania, Philadelphia, Pennsylvania

University of South Carolina, Columbia, South Carolina

University of Virginia, Charlottesville, Virginia

Yale University, New Haven, Connecticut

FOREIGN UNIVERSITIES

Graduates holding degrees from the universities approved by the International Federation of University Women are eligible to national membership. Women who have completed two full years of academic work are eligible to associate membership in any branch granting such membership.

For a list of these universities write to the A.A.U.W. headquarters, 1634 Eye Street, N.W., Washington, D.C.

* Star removed 1925.

* Star removed 1923.

IV

BRANCHES OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN WITH DATE OF ADMISSION TO THE ORGANIZATION (AS OF OCTOBER 1, 1930)

NORTH ATLANTIC SECTION

CONNECTICUT

Greenwich 1912
New Haven 1892
New London 1915
Norwalk 1923
Norwich 1925

DELAWARE

Wilmington 1923

MAINE

Bangor 1925
Houlton 1929
Lincoln County 1926
Orono 1924
Waterville 1924

MASSACHUSETTS

Boston 1886
Connecticut Valley 1925
Fall River 1899
Gardner 1929
Lowell 1929
New Bedford 1930
Worcester 1926

NEW HAMPSHIRE

Great Bay 1928
Littleton 1930
Merrimack Valley 1929
Monadnock 1929

NEW JERSEY

Atlantic City 1917
Bloomfield 1928
Camden-Merchantville 1929
Elizabeth 1927
Essex County 1926
Hackensack 1928
Madison 1929
Monmouth County 1928
Montclair 1928
Mountain Lakes 1923
New Brunswick 1928
Northern Valley 1927
Nutley 1927
Somerville 1929
Trenton 1929
Orange 1930

NEW YORK

Adirondack 1926
Albany 1890¹
Binghamton 1900
Buffalo 1889
Central New York (Syracuse)
1889
Corning 1920²
Dunkirk and Fredonia 1927³
Elmira 1916
Ithaca 1918
Jamestown 1921
Nassau County 1926

¹ Formerly Eastern New York Branch.

² Formerly Eastern Steuben Branch.

³ Formerly part of Chautauqua County Branch.

New York City 1886
 Oswego 1918
 Poughkeepsie 1925
 Rochester 1915
 St. Lawrence County 1927
 Schenectady 1923
 Utica 1913
 Waverly 1926
 Westfield 1927 *

PENNSYLVANIA

Beaver Valley 1930
 Bethlehem 1929
 Blair County 1927
 Bradford 1921
 Carlisle 1924
 Chambersburg 1925
 DuBois 1928
 Easton 1926
 Erie 1902
 Harrisburg 1921
 Huntington 1926
 Johnstown 1923
 Meadville 1926

Philadelphia 1886
 Pittsburgh 1895
 Reading 1923
 Sayre 1923
 State College 1916
 Stroudsburg 1926
 Washington 1925
 Wilkes-Barre 1925

RHODE ISLAND

Kingston 1923
 Providence 1892

VERMONT

Bennington 1926
 Brattleboro 1926
 Burlington 1922
 Middlebury 1922
 Montpelier 1922
 Randolph 1928
 Rutland 1923

SPAIN

Madrid 1926

SOUTH ATLANTIC SECTION

DISTRICT OF COLUMBIA

Washington 1884

FLORIDA

Central (Orlando) 1928
 Gainesville 1926
 Jacksonville 1926
 Miami 1926
 Pensacola 1926
 St. Petersburg 1924
 Sarasota 1926
 Tallahassee 1923
 Tampa 1916

Atlanta 1905
 Augusta 1919
 Macon 1926
 Milledgeville 1925
 Rome 1919
 Savannah 1925
 Valdosta 1930

MARYLAND

Baltimore 1921
 College Park 1929
 Frederick 1925

NORTH CAROLINA

Chapel Hill 1922
 Charlotte 1913

GEORGIA

Athens 1926

* Formerly part of Chautauqua County Branch.

Durham 1913
Greensboro 1912
Greenville 1929
High Point 1926
Raleigh 1909
Statesville 1929
Western (Asheville) 1915
Winston-Salem 1914

SOUTH CAROLINA

Columbia 1923
Gaffney 1927
Greenville 1920
Greenwood 1930
Hartsville 1920
Rock Hill 1925
Spartanburg 1921

VIRGINIA

Blacksburg 1926
Charlottesville 1923
East Radford 1928
Harrisonburg 1929
Lynchburg 1920

NORTHEAST CENTRAL SECTION

ILLINOIS

Aurora 1919
Bloomington 1913
Carbondale 1926
Carthage 1920
Chicago 1889
Crawford County 1927
Danville 1925
DeKalb 1930
East St. Louis 1923
Elgin 1920
Eureka 1925
Illinois-Iowa 1909
Jacksonville 1922
Lincoln 1930
Maywood 1930
Monmouth 1924

Newport News 1926
Norfolk 1918
Petersburg 1926
Richmond 1909
Roanoke 1923
South Boston 1928
Sweet Briar 1921
Williamsburg 1923

WEST VIRGINIA

Athens 1925
Cameron 1929
Charleston 1925
Clarksburg 1925
Fairmont 1923
Huntington 1908
Keyser 1930
Logan County 1927
Martinsburg 1927
Morgantown 1922
Parkersburg 1923

PORTO RICO

San Juan 1924

INDIANA

Anderson 1925
Bloomington 1913
Connorsville 1924
Crawfordsville 1925
Evansville 1923
Greencastle 1924
Indianapolis 1889

Johnson County 1924
 Lafayette 1916
 LaPorte 1926
 Logansport 1925
 Marion 1923
 Michigan City 1925
 Muncie 1925
 Peru 1925
 Richmond 1924
 South Bend 1922
 Terre Haute 1924
 Vincennes 1926

MICHIGAN

Albion 1922
 Alma 1929
 Ann Arbor 1902
 Battle Creek 1917
 Birmingham 1920
 Copper Country 1923
 Crystal Falls 1923
 Detroit 1889
 Flint 1919
 Hillsdale 1928
 Iron Mountain 1921
 Jackson 1926
 Kalamazoo 1914
 Lansing 1912
 Marquette 1929
 Niles 1916
 Port Huron 1920
 Romeo 1929
 Saginaw 1921

OHIO

Ada 1930
 Akron 1927
 Athens 1927
 Central (Granville) 1925
 Cincinnati 1907
 Cleveland 1891

Columbus 1903
 Gallipolis 1929
 Hamilton 1923
 Kent 1927
 Kenton 1930
 Marietta 1928
 Martins Ferry 1927
 Middletown 1925
 Oberlin 1914
 Oxford 1922
 Painesville 1924
 Springfield 1927
 Toledo 1900
 Warren 1923
 Westerville 1929
 Wooster 1923
 Youngstown 1898
 Zanesville 1930

WISCONSIN

Appleton 1913
 Ashland 1926
 Beloit 1914
 Fond du Lac 1922
 Green Bay 1927
 Janesville 1923
 Kenosha 1919
 LaCrosse 1922
 Madison 1909
 Manitowoc 1930
 Marinette-Menominee 1928
 Milwaukee 1894
 Oconomowoc 1923
 Oshkosh 1914
 Racine 1922
 Ripon 1920
 Sheboygan 1923
 Superior 1914
 Watertown 1924
 Waukesha 1925
 Wausau 1921

SOUTHEAST CENTRAL SECTION

ALABAMA

Anniston 1926
Athens 1929
Auburn 1925
Birmingham 1907
Florence 1925
Montevallo 1928
Montgomery 1907
Tuscaloosa 1929

KENTUCKY

Danville 1923
Hopkinsville 1928
Lexington 1914
Louisville 1918

LOUISIANA

Baton Rouge 1914
Lafayette 1927
Natchitoches 1916

New Orleans 1908
Shreveport 1928

MISSISSIPPI

Columbus 1909
Grenada 1930
Gulfport 1924
Jackson 1916
Meridian 1924
Oxford 1929
Vicksburg 1923

TENNESSEE

Chattanooga 1927
Harrogate 1927
Knoxville 1903
Memphis 1926
Murfreesboro 1913
Nashville 1907

NORTHWEST CENTRAL SECTION

IOWA

Ames 1918
Cedar Falls 1925
Cedar Rapids 1927
Cherokee 1929
Des Moines 1914
Fairfield 1926
Hardin County 1926
Indianola 1924
Iowa City 1925
Keokuk 1923
Marshalltown 1920
Mt. Vernon 1919
Nashua 1929
Pocahontas County 1929
Rockford 1929
Shenandoah 1922
Sioux City 1915
Waterloo 1919
Waverly 1928

MINNESOTA

Albert Lea 1928
Bemidji 1929
Duluth 1908
Ely 1926
Fairmont 1920
Faribault 1925
Hibbing 1923
Mankato 1918
Minneapolis 1889
Northfield 1916
Pipestone 1923
Red Wing 1927
Rochester 1919
St. Cloud 1922
St. Paul 1909
Winona 1923

NEBRASKA

Kearney 1926

Lincoln 1900
 McCook 1930
 Omaha 1907
 Wayne 1928

NORTH DAKOTA

Dickinson 1929
 Fargo-Moorhead 1922
 Grand Forks 1917
 Valley City 1916

SOUTH DAKOTA

Aberdeen 1924
 Black Hills 1927
 Huron 1917
 Madison 1926
 Rapid City 1927
 Sioux Falls 1923
 Springfield 1929
 Vermillion 1917
 Yankton 1927

SOUTHWEST CENTRAL SECTION

ARKANSAS

Conway 1925
 El Dorado 1926
 Fayetteville 1922
 Hot Springs 1923
 Little Rock 1922
 Magnolia 1929
 Texarkana 1930

KANSAS

Atchison 1927
 Baldwin 1923
 Chase County 1928
 Coffeyville 1928
 Dodge City 1925
 Emporia 1916
 Fort Scott 1926
 Hays 1928
 Hiawatha 1926
 Hutchinson 1925
 Independence 1923
 Iola 1927
 Junction City 1923
 Kansas City 1927
 Lawrence 1906
 McPherson 1929
 Manhattan 1921
 Northwest Kansas 1930
 Ottawa 1927
 Parsons 1924

Pittsburg 1926
 Salina 1924
 Topeka 1917
 Wellington 1925
 Wichita 1920

MISSOURI

Cape Girardeau 1923
 Carthage 1926 *
 Chillicothe 1930
 Columbia 1907
 Fayette 1929
 Fulton 1922
 Jefferson City 1928
 Joplin 1926 *
 Kansas City 1893
 Kirksville 1922
 Marshall 1927
 Maryville 1918
 Nevada 1929
 Rolla 1930
 St. Francois County 1929
 St. Joseph 1925
 St. Louis 1898
 Springfield 1921
 Vandalia 1923
 Warrensburg 1920

OKLAHOMA

Ada 1929

* Formerly Jasper County Branch.

Ardmore 1922
 Bartlesville 1923
 Blackwell 1926
 Chickasha 1921
 Edmond 1923
 Enid 1928
 McAlester 1928
 Muskogee 1922
 Norman 1921
 Oklahoma City 1921
 Okmulgee 1927
 Ponca City 1922
 Sapulpa 1922
 Shawnee 1926
 Stillwater 1923
 Tulsa 1918

TEXAS

Amarillo 1923
 Austin 1923
 Belton 1928

Brownwood 1930
 Canyon 1928
 Commerce 1925
 Corpus Christi 1927
 Dallas 1908
 Denton 1927
 El Paso 1915
 Fort Worth 1914
 Georgetown 1923
 Greenville 1928
 Huntsville 1928
 Kingsville 1929
 Lubbock 1926
 Marshall 1930
 Pampa 1928
 Plainview 1928
 Port Arthur 1930
 San Antonio 1909
 San Marcos 1928
 Waco 1926
 Wichita Falls 1927

ROCKY MOUNTAIN SECTION

COLORADO

Boulder 1926
 Colorado Springs 1915
 Denver 1898 ¹
 Fort Collins 1921
 Grand Junction 1927
 Greeley 1924
 Gunnison 1927
 La Junta 1929
 Pueblo 1917
 Rocky Ford 1927

NEW MEXICO

Albuquerque 1927
 Carlsbad 1928
 Las Cruces 1923

UTAH

Salt Lake City 1917

WYOMING

Laramie 1925 ²
 Sheridan 1914 ²

NORTH PACIFIC SECTION

IDAHO

Boise 1930
 Lewiston 1922
 Moscow 1922
 Pocatello 1919

Twin Falls 1926

MONTANA

Billings 1924
 Bozeman 1924

¹ Formerly Colorado Branch.

² Formerly Laramie and Sheridan were organized as the Wyoming State Branch.

Butte 1930
Great Falls 1914
Helena 1923
Missoula 1909

OREGON

Astoria 1927
Baker 1930
Corvallis 1921
Eugene 1912
Klamath Falls 1925
La Grande 1930
Portland 1905
Roseburg 1928

Salem 1922

WASHINGTON

Bellingham 1918
Cowlitz 1923
Gray's Harbor 1919
Lewis County 1923
Olympia 1925
Pullman 1917
Seattle 1904
Spokane 1909
Tacoma 1907
Walla Walla 1921
Yakima 1910¹

SOUTH PACIFIC SECTION

ARIZONA

Bisbee 1929
Phoenix 1923

CALIFORNIA

Bakersfield 1926
Chico 1920²
East Bay 1925
Fresno 1916
Glendale 1924
Imperial Valley 1914
Lindsay 1925
Long Beach 1920
Los Angeles 1907
Monterey County 1928
Napa County 1929
Orange County 1925
Palo Alto 1930
Pomona Valley 1918
Porterville 1930
Rio Hondo District 1930
Sacramento 1920
San Diego 1917
San Francisco Bay 1886
San Geronio 1909

San Joaquin 1928
San José 1909
Santa Barbara 1915
Santa Monica 1924
Sequoia 1926
Stanislaus 1925
Ventura County 1917
Whittier 1925
Yuba Sutter 1928

NEVADA

Carson Valley 1924
Reno 1917

CHINA

Peking (Peiping) 1919
Shanghai 1922
Tientsin 1927

HAWAII

Honolulu 1917

JAPAN

Tokyo 1919

PHILIPPINE ISLANDS

Manila 1912

¹ Formerly Yakima Valley Branch.

² Formerly Northern California Branch.

V

FELLOWSHIPS AWARDED

BY

THE ASSOCIATION OF COLLEGIATE ALUMNÆ

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

THE WESTERN ASSOCIATION OF COLLEGIATE ALUMNÆ

(WITH LIST OF FELLOWS, 1888-1931)

Association of Collegiate Alumnae American (*discontinued*)

- 1891-92 Alice Carter (Mrs. O. F. Cook)
- 1892-93 Susan Braley Franklin
- 1893-94 Elizabeth Deering Hanscom
- 1894-95 Helen Bartlett
- 1895-96 Nellie Neilson
- 1896-97 Margaret Lewis (Mrs. Winfield Scott Nickerson)
- 1897-98 Ethel D. Puffer (Mrs. Benjamin A. Howes)
- 1898-99 Caroline Ellen Furness

Anna C. Brackett Memorial

- 1913-14 Minnie E. Waite
- 1915-16 Dorothy A. Hahn
- 1917-18 Elizabeth A. Herrmann (Mrs. N. Henry Black)
- 1917-18 (second half) Mary Lilius Richardson
- 1919-20 Harriet E. O'Shea
- 1921-22 Anna Leila Martin
- 1923-24 Margaret Schlauch
- 1925-26 Mary Albertson
- 1927-28 Eugenie M. Morenus
- 1929-30 Edna Gordon

Alice Freeman Palmer Memorial

- 1908-09 Nettie Maria Stevens
- 1910-11 Mary Inda Hussey
- 1911-12 Anna Prichitt Youngman
- 1912-13 Bertha Haven Putnam
- 1913-14 Katherine Berry Judson

- 1914-15 Louise Fargo Brown
- 1915-16 Lætitia Morris Snow
- 1918-19 Bertha Haven Putnam
- 1920-21 Helen Moore Johnson
- 1921-22 Emilie J. Hutchinson
- 1922-23 Dora Neill Raymond (Mrs.)
- 1924-25 Elizabeth Stuart Gatewood (Mrs. Wallace Pietsch)
- 1925-26 Annie H. Abel Henderson
- 1926-27 Viola Florence Barnes
- 1927-28 Hazel Dorothy Hansen

Alpha Xi Delta

- 1926-27 Cecelia Riegel
- 1928-29 Ava Josephine McAmis
- 1930-31 Ethel Burack

Boston Alumnae

- 1912-13 Florence Peebles
- 1914-15 Olive C. Hazlett
- 1917-18 Charlotte Elliott
- 1919-20 Martha Richardson Jones
- 1920-21 Myra Melissa Sampson
- 1922-23 Dorothy Louise Mackay
- 1923-24 Alice Hall Armstrong
- 1924-25 Katharine Canby Balderston
- 1925-26 Mildred Watkins Grafflin
- 1927-28 Isabel Ross Abbott
- 1929-30 Elizabeth Juanita Greer
- 1930-31 Frances M. Ryan

A.A.U.W. European

- 1890-91 Louisa Holman Richardson (Mrs. Everett O. Fisk)
- 1891-92 Ruth Gentry
- 1891-92 Julia Warner Snow
- 1892-93 Alice Walton
- 1893-94 Ida Henrietta Hyde
- 1894-95 Annie Mackinnon (Mrs. Edward Fitch)
- 1895-96 Margaret Eliza Maltby
- 1895-96 Mary Frances Winston (Mrs. H. B. Newson)
- 1896-97 Mary Taylor Blauvelt
- 1897-98 Mary Gilmore Williams
- 1897-98 Fanny Cook Gates
- 1897-98 Grace Neal Dolson (Sister Superior)

1898-99	Caroline Taylor Stewart
1899-00	Eloise Ellery
1900-01	Helen Bradford Thompson (Mrs. Paul G. Woolley)
1901-02	Susan Helen Ballou
1902-03	Frances Gardiner Davenport
1902-03	Florence Mary Fitch
1903-04	Kate Gordon
1904-05	Alma Blount
1905-06	Aurelia Henry (Mrs. George F. Reinhardt)
1906-07	Edith Abbott
1907-08	Geneva Misener
1908-09	Adolphine B. Ernst
1909-10	Alma de Lande Le Duc
1910-11	Hope Emily Allen
1911-12	Edith Corrinne Stephenson (Mrs. Radoslav A. Tsanoff)
1912-13	Margaret Coleman Waites
1913-14	Ruth Holden
1914-15	Angie L. Kellogg
1915-16	Judith Blow Williams
1916-17	Hilda Hempl (Mrs. Edmund Heller)
1918-19	Margaret M. Justin (used in 1922-23)
1919-20	Helen Elizabeth Patch
1920-21	Margaret Buchanan (Mrs. H. O. Cole)
1921-22	Mary Ballantine Hume (Mrs. John McArthur Maguire)
1922-23	Wanda I. Fraiken (Mrs. Emery E. Neff)
1923-24	Marguerite Lehr
1924-25	Elizabeth Wilson Marshall
1925-26	Mary Anngenetie Noble
1926-27	Elizabeth Aclý (Mrs. Martin C. Teves)
1927-28	Marie L. Channing Linthicum
1928-29	Dorothy Louise Mackay
1929-30	Eleanore Boswell
1930-31	Georgia Robison

Gamma Phi Beta

1917-18	Inez May Neterer
1919-20	Amelia Kellogg MacMaster
1922-23	Margaret T. Hodgen
1923-24	Dorothy W. Atkinson
1924-25	Martha Oliver Eckford
1926-27	Dorothy Ann Koch
1928-29	Mildred Fairchild
1930-31	Effie Marie Ross

A.A.U.W. International

- 1923-24 Leonore Brecher
- 1924-25 Gudrun Ruud
- 1926-27 Tatiana Warscher
- 1927-28 Jeanne Vielliard
- 1928-29 Tatiana Warscher
- 1929-30 Hilma Natalia Granquist
- 1930-31 Wilhelmina P. Frylinck

Julia C. G. Piatt Memorial

- 1918-19 Mary Liliars Richardson
- 1920-21 (first half) Elmira Lodor
- 1921-22 (second half) Hannah Grace Roach
- 1922-23 Mary Emily Sinclair
- 1924-25 Adele Wildes (Mrs. Thomas F. Comber, Jr.)
- 1928-29 Ethel J. Bouffleur

Latin-American

- 1917-21 Virginia P. Alvarez (Mrs. Lindley M. Hussey)
- 1921-23 Maria Teresa Mora (Mrs. Domingo Nochera)
- 1923-24 Margarita Mieres-Cartes (Señora de Rivas)
- 1924-25 Ruth Belin Esparza
- 1927-28 Emilia Deseo
- 1928-29 Lidia Santelices V.
- 1929-30 Sofia Pincheira
- 1930-31 Adelpha C. S. Rodrigues

Latin-American Investigation

- 1926-27 Mary Wilhelmine Williams

Margaret E. Maltby

- 1926-27 Esther Caukin
- 1927-28 Estelle Freeman
- 1928-29 Charlotte Tempest Perry
- 1929-30 Dorothy Richardson
- 1930-31 Autrey Nell Wiley

Mary Pemberton Nourse Memorial

- 1925-26 Martha Koehne
- 1927-28 Helen Tracy Parsons
- 1929-30 Rachel S. Hoffstadt

Northwest Central Sectional

- 1929-30 Ruth May Bourne
1930-31 Anne E. Lincoln

Phi Mu

- 1924-25 Rose Frances Egan
1925-26 Mary C. McKee
1926-27 Alma J. Neill
1927-28 Margaret Pitkin
1928-29 Rosemond Tuve

Rose Sidgwick Memorial

- 1922-23 Una M. Ellis-Fermor
1923-24 Grace Gertrude Gilchrist (Mrs. John Ferguson)
1924-25 Cecilia H. Payne
1925-26 Maria Bedford TeWater
1926-27 R. Evelyn Lucas
1928-29 Kathleen E. Carpenter
1930-31 Kitty Karoline Klugmann

Sarah Berliner Research and Lecture

- 1909-10 Caroline McGill
1911-12 Edna Carter
1912-13 Gertrude Rand (Mrs. C. E. Ferree)
1913-14 Elizabeth R. Laird
1914-15 Ethel Browne (Mrs. E. Newton Harvey)
1915-16 Janet T. Howell (Mrs. Admont H. Clark)
1916-17 Mildred West Loring (Mrs. E. L. Sylvester)
1917 Vera Danchakoff
1917-18 Carlotta Joaquina Maury
1918-19 Marjorie O'Connell (Mrs. William Shearon)
1918-19 Cornelia Kennedy
1919-20 Olive Swezy
1920-21 Helene Connet (Mrs. David W. Wilson)
1921-22 Frances Gertrude Wick
1922-23 Ruth B. Howland
1923-24 Helen C. Coombs
1924-25 Leonora Neuffer (Mrs. E. M. Bilger)
1925-26 Hope Hibbard
1926-27 Helen R. Downes
1927-28 Jane Sands (Mrs. Robert C. Robb)
1928-29 Mary Lura Sherrill

1929-30 Sally Hughes Schrader

1930-31 Abby H. Turner

Southwest Central Sectional

1929-30 Mary Virginia Henderson

Undesignated, or Pre-School

1927-28 Elizabeth Evans Lord

Western Association of Collegiate Alumnae (*discontinued*)

1888-89 Ida M. Street

1889-90 Arlisle M. Young

VI

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VII

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